DOCUMENT RESUME

ED 121 881	95	UD 015 932

TITLE	Working Together: Case Studies of Title I ESEA Programs in Four Desegregated School Districts.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	117p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01305, $1.90, paper)
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	*Case Studies; Change Agents; *Compensatory Education Programs; Failure Factors; *Federal Programs; Integration Effects; Integration Litigation; Integration Studies; Minority Group Children; Program Descriptions; Program Development; Program Improvement; Program Planning; Racial Integration; Rural School Systems; *School Districts; *School Integration; Success Factors; Urban Schools
IDENTIFIERS	Arkansas (Searcy); California (Berkeley); *Elementary Secondary Education Act Title I; ESEA Title I; Florida (Hillsborough County); North Carolina (Moore County)

ABSTRACT

Three districts that desegregated their schools by choice--Berkeley, California, Moore County North Carolina, and Searcy, Arkansas--as well as the Hillsborough County, Florida school district, desegregated under court order, are examined in this publication. All four studies examine the desegregation plans of each district as well as the compensatory education programs sponsored under ESEA Title I. As the local educational agencies desegregate, they have to modify or completely change their existing Title I programs. Sometimes the children receiving Title I services change, sometimes the district merely changes its way of delivering services. The case studies describe in detail the various methods each school district uses to revise its Title I compensatory education program after desegregation. The Berkeley school district is primarily urban with a large minority group population: Moore County and Searcy are rural school districts, and Hillsborough County is a combination of the urban population of Tampa and the populations in surrounding rural areas. Despite differences, all the districts encountered some problems and at least a moderate degree of success in meeting the challenges of integration. The experiences and ideas presented in the case studies suggest ways of making integration a success in other school districts and support the argument that there is no general decrease in Title I effectiveness when desegregation occurs. (Author/AM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED121881

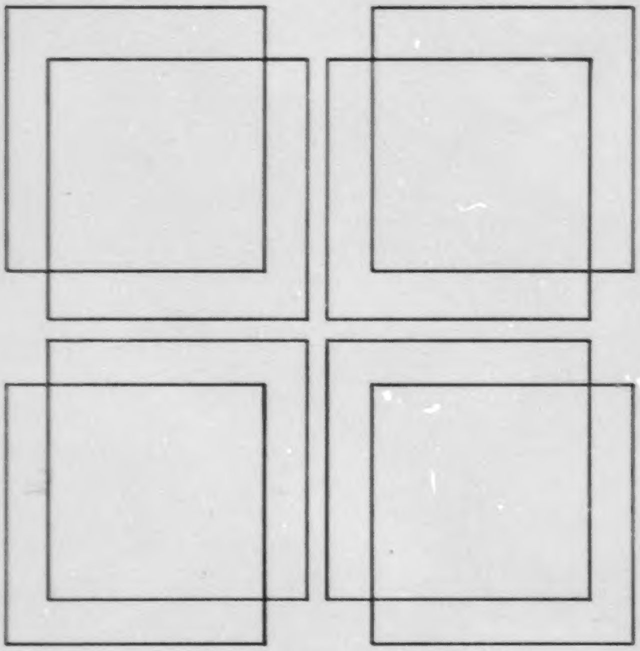
WORKING TOGETHER

CASE STUDIES OF TITLE I, ESEA PROGRAMS IN FOUR DESEGREGATED SCHOOL DISTRICTS

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, Secretary
Charles B. Saunders, Jr., Acting Assistant Secretary for Education

Office of Education
John Ottina, Commissioner

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



UD015932

DHEW Publication No. (OE) 74-07106

Preface

On May 17, 1954, the U.S. Supreme Court ordered public school districts across the country to desegregate "with all deliberate speed." Many school districts across the country began to develop desegregation plans. The most common course of action was the freedom of choice plan; that is, allowing parents or students to choose a school—usually the nearby neighborhood school.

Title IV of the Civil Rights Act of 1964 gave additional impetus to public school desegregation; it demanded further action, such as plans for busing and the pairing of schools. In the past 10 years, hundreds of school districts have integrated—either voluntarily or under court order.

This publication tells the story of four of those districts: Berkeley, Calif.; Hillsborough County, Fla.; Moore County, N.C.; and Searcy, Ark. Three desegregated their schools by choice, but the Hillsborough County (Fla.) school district did it under court order.

The Berkeley school district is primarily urban with a large minority group population; Moore County, N.C., and Searcy, Ark., are rural school districts; and the Hillsborough County, Fla., district is a combination of the urban population of Tampa and the populations in surrounding rural areas. Despite these differences, all the districts have encountered some problems and at least a moderate degree of success in meeting the challenges of integration. The stories, therefore, tell how each district responded to its unique, local problems and how each district came up with different solutions.

All four studies examine not only the desegregation plans of each district but also the compensatory education programs sponsored under title I of the Elementary and Secondary Education Act. As the local educational agencies desegregated, they had to modify or completely change their existing title I programs. Sometimes the children receiving title I services changed; sometimes the district merely changed its way of delivering services. The case studies describe in detail the various methods each school district used to revise its title I compensatory education program after desegregation.

A number of terms are used throughout these case studies with which the reader should be familiar. *Freedom of choice* is a desegregation technique which permits the student or parents to choose a school within a respective district. *Geographic zoning* is a method of assigning students to schools on the basis of definite geographic boundaries; pairing or grouping of schools or grades, feeder patterns, and magnet schools are sometimes used in conjunction with geographic zoning to achieve integration. *Pairing or grouping* of grades or schools involves the merging of attendance areas of two or more nearby schools so that each school serves different grade levels; it results in a larger attendance area for all schools involved. *Feeder patterns* determine which junior and senior high schools elementary students will attend. A *magnet school* is one which extends from full-time schools with special academic programs to centers that have programs to complement the basic academic skills taught in the regular school.

The experiences, examples, and ideas presented in these four case studies should suggest ways of making integration a success in other school districts across the Nation, and prove that there is no general decrease in the effectiveness of the title I program (or in the number of children being served) when desegregation occurs.

Contents

Page

- Preface iii
- Chapter 1. Berkeley, Calif. 1
  - The Desegregation Effort 3
    - Description of School District 3
    - History of the Desegregation Effort 3
    - The Secondary Schools' Desegregation Plan 5
    - The Elementary Schools' Desegregation Plan 5
    - Implementing the Elementary Schools' Desegregation Plan 8
    - Faculty Desegregation 9
  - The Title I Program 10
    - Before Desegregation 10
    - After Desegregation 11
    - Title I Program and Budget, 1973–74 11
  - PIRAMID Reading System 13
    - Development of PIRAMID 13
    - Involving Parents and Community 14
    - Needs Assessment 14
    - Establishing Specific Objectives 15
    - Selecting the Staff 15
    - Training the Staff 16
    - Selecting Participants 17
    - Selecting Materials 18
    - Classroom Management 18
  - Evaluation 19
    - Desegregation 19
    - Title I—Reading Achievement 19
  - Appendix A–1. Excerpts From the Bus-Schedule Brochure for Berkeley Public School Students and Their Parents, 1973–74 School Year 21
  - Appendix B–1. PIRAMID Reading Objectives 23
  - Appendix C–1. Copy of Letter to Parents Concerning the 1973 Parents' Workshops 32
  - Appendix D–1. Agenda for 1973 Parents' Workshops 33
- Chapter 2. Hillsborough County, Fla. 35
  - The Desegregation Effort 37
    - Description of School District 37
    - History of the Desegregation Effort 37
    - Developing the Desegregation Plan 38
    - The Hillsborough County Desegregation Plan 39
    - Faculty Desegregation 40
    - Supplementing the Desegregation Plan 40
  - The Title I Program 41
    - Before Desegregation 41

Page

- After Desegregation 41
- Title I Budget 42
- The Primary Reading Readiness Program 43
  - Involving Parents and Community 43
  - Establishing Specific Objectives 43
  - Selecting Participants 44
  - Selecting the Staff 44
  - Scheduling Participants 45
  - Selecting Materials 46
  - Developing Curriculum 46
  - Supplemental Support 46
- Evaluation 48
  - The Primary Reading Readiness Program 48
  - Desegregation Program 49
- Appendix A–2. Members of the Hillsborough County Desegregation Committee 50
- Appendix B–2. ESAP Activities 52
- Appendix C–2. Members of the Hillsborough County ESEA Advisory Committee 56
- Appendix D–2. Primary Student Record Card 57
- Appendix E–2. Evaluation Instruments 58

Chapter 3. Moore County, N.C. 61

- The Desegregation Effort 63
  - Description of School District 63
  - History of the Desegregation Effort 63
  - Faculty Desegregation 66
  - Faculty Preparation for Desegregation 66
- The Title I Program 68
  - Before Desegregation 68
  - After Desegregation 68
  - Title I Budget 69
- The Remedial Reading Program 70
  - Involving Parents and Community 70
  - Needs Assessment 70
  - Establishing Specific Objectives 71
  - Selecting the Staff 71
  - Training the Staff 71
  - Selecting Participants 71
  - Scheduling Participants 71
  - Supplemental Support 72
- Evaluation 73
- Appendix A–3. Memorandum to Parents, With School Assignment Request Form for 1965–66 School Year 76
- Appendix B–3. Letter to Parents Explaining Desegregation Plan for 1966–67 School Year 77
- Appendix C–3. Excerpts From Recruitment Brochure for Parent Volunteers in Moore County, N.C. 78
- Appendix D–3. Confidential Needs Assessment Survey of Title I Students, Spring 1972 79
- Appendix E–3. Countywide Data From Needs Assessment Survey of Title I Students, 1972–73 School Year 80
- Appendix F–3. Checklist of Basic Reading Skills for Moore County's Title I Students 81
- Appendix G–3. Clinical Evaluation of Title I Students' Reading Progress 83

Page

Appendix H-3.—Quantity, Description, and Cost of Equipment Purchased With Title I ESEA Funds, Moore County, N.C., 1966-73 85

Chapter 4. Searcy, Ark. 89

The Desegregation Effort 91
  Description of School District 91
  History of the Desegregation Effort 91
  Faculty Desegregation 93
The Title I Program 94
  Before Desegregation 94
  After Desegregation 94
  In 1973-74 94
  Supplementary Services 95
  Title I Budget 95
The Reading Program 96
  Involving Parents and Community 96
  Needs Assessment 96
  Establishing Specific Objectives 97
  Selecting the Staff 97
  Selecting Participants 98
  Scheduling Participants 98
  Instructional Activities 98
Evaluation 99
Appendix A-4. Public Announcement of Freedom of Choice Desegregation Plan in Searcy Special School District, May 19, 1965 100
Appendix B-4. Public Announcement of Geographic Zoning Desegregation Plan in Searcy Special School District, April 20, 1966 101
Appendix C-4. Proposed Constitution and By-Laws for Parent Council of the ESEA Title I [Public Law] 91-230 for the Searcy [Special] School District [1970] 103
Appendix D-4. Opinion Survey of Student Needs 104
Appendix E-4. Family Survey 105
Appendix F-4. Student Information System 107
  Student Problem Checklist 107
  Achievement Test Data 109
  Achievement Test Results 111
  Aptitude Test Data 113
  Aptitude Test Results 114
  Student Health Record 115
  Student Achievement Checklist 116
  Confidential Student Questionnaire 117
  Occupational Information Checksheet 119
Appendix G-4. Survey of Evaluation Programs 120

LIST OF ILLUSTRATIONS

Figure *Title* *Page*

1.—Geographic Zoning of the Berkeley School District To Achieve Desegregation 7
2.—Organizational Structure of the Hillsborough County School System (as it pertains to title I ESEA) 38
3.—Divisions of the Moore County School District 64
4.—Organizational Structure of the Searcy Special School District 92

CHAPTER 1.

Berkeley, Calif.

The Desegregation Effort

Description of School District

Berkeley is a medium-sized city of about 120,000 people. Of that number, the 1970 census showed approximately 67.7 percent were Caucasian, 23.5 percent black, and 8.8 percent Oriental and "other." The population is rather densely spread over 10½ square miles between the San Francisco Bay and the hills.

The city is roughly divided into three areas: the flats, the foothills, and the hills. The flats, also called southwest Berkeley, are between the Bay and Sacramento St., which divides the city in half running north and south. This area is Berkeley's industrial section. Most of its residents are low-income families and before desegregation the schools were predominantly black. The foothills, near the center of the city, include the business district and the western boundaries of the University of California at Berkeley.* Graduate students, young professional people, owners or managers of small businesses, blue-collar workers, and Oriental families live in apartment houses and large, older homes in the foothills. The hills in the eastern part of Berkeley have upper middle class residents and the upper class professionals who are often connected with the university. This area is predominantly white.

Berkeley is considered a liberal city, although its voters defeated a citywide open housing ordinance in 1962. However, in the early 1970's Berkeley's citizens elected a black mayor and a black vice mayor.

Berkeley's 15,000 public school students attend 16 elementary schools (12, grades K-3; and 4, grades 4-6), 2 junior high schools, a 9th-grade center, and a senior high school. All schools were desegregated by fall 1968. In addition, the city's 23 experimental schools, many of them on the campuses of the traditional public schools, offer alternative forms of education to residents.

Blacks account for 45 percent of the student enrollment; whites, 43.3 percent; Chicanos, 3.8 percent; Asians, 6.3 percent; and others, 1.6 percent. The five-member school board includes two blacks.

History of the Desegregation Effort

School desegregation in Berkeley occurred in two stages. The high school, the only one in the district, has always reflected the racial composition of the city. In 1964, its three junior high schools—two predominantly white and the other predominantly black—were desegregated. In 1968, the district's elementary schools were divided into four residential zones that had irregular boundary lines to assure integration, with each zone having one school for grades 4-6 and two or more schools for grades K-3.

The thrust for school desegregation in Berkeley began in earnest in 1957 when Rev. Roy Nichols, vice president of the local branch of the National Association for the Advancement of Colored People (NAACP), outlined his concerns for the education of black children at a school board meeting.

Rev. Roy Nichols asked eight questions:

1. How can we help in dealing with behavior problems in and around our (black) schools?
2. How can we help to insure that "identical" educational opportunities will be presented to *all* of the children in Berkeley?
3. How can we help with an inservice training program for teachers to help them in promoting the highest standards of education and the highest standards of race relations in our schools?
4. How can we help provide and appraise an extracurricular program to include all children at all levels of readiness?
5. How can we help insure "Incentive Counseling" that will challenge a child to

---

*The university is the largest single employer in Berkeley, providing jobs for about one-third of the city's 50,000 workers.

improve and overcome rather than to accommodate his outlook to present opportunities?

6. How can we help to make student government a greater force in the fulfillment of the highest and best in all students, and insure the participation and cooperation of all?
7. How can we help in the process of distributing minority group teachers into all of our schools as a means of aiding faculties and students in racial understanding in the racially exclusive school situation?
8. How can we help the administrative leadership of our schools in presenting and executing a program involving integration techniques and procedures?

In June 1957 the board appointed a 16-member lay committee, headed by Judge Redmond Staats, to study some of the questions Rev. Roy Nichols raised. The committee was to study ways of establishing a better liaison between the schools, the home, and the community; methods for solving school behavior problems; and kinds of inservice training programs which would help teachers understand the culture and psychology of various minority groups. The committee, having studied black-white relations in general, submitted its report to the board in October 1959. It recommended ways to improve the human relations climate—including the hiring of more minority group teachers, a reassessment of textbook contents, and teacher discussions on race relations—but it did not suggest school desegregation.

Table 1 shows the racial makeup of the Berkeley public schools in 1960. Five elementary schools and one junior high school were overwhelmingly black; nine elementary schools and one junior high school were predominantly white; and three elementary schools and one junior high school had racially mixed enrollments.

On April 4, 1961, Berkeley residents elected a more liberal city council and school board, including the board's first black, Rev. Roy Nichols. In 1962 representatives of the Congress of Racial Equality (CORE) approached the more liberalized board (and other bay area school systems) to urge against de facto segregation. In 1963, in *Jackson v. Pasadena*, the Supreme Court of California ruled that: "The right to an equal opportunity for education and the harmful consequences of segregation require that school boards take steps to alleviate racial imbalance in schools, regardless of the cause."

TABLE 1.—*Racial Composition of the Berkeley Public Schools, 1960*

Name of school	Grade level	Total enrollment	Number of black students	No. of "other" minority students	Percentage of minority students
Cragmont	K–6	574	5	29	5.9
Cragmont Primary (now Grizzly Peak)	K–3	132	0	5	3.7
Columbus	K–6	804	503	31	66.8
Emerson	K–6	354	3	6	2.5
Franklin	K–6	819	413	136	67.0
Franklin Primary	K–3	143	98	7	73.4
Hillside	K–6	422	0	13	3.1
Hillside Primary (now Tilden)	K–3	215	0	6	2.8
Jefferson	K–6	681	78	152	33.8
John Muir	K–6	449	4	4	1.8
Le Conte	K–6	546	166	57	40.8
Lincoln	K–6	757	715	29	98.7
Longfellow	K–6	914	823	44	94.9
Oxford	K–6	312	0	8	2.6
Thousand Oaks	K–6	583	4	6	1.7
Washington	K–6	674	121	144	39.3
Whittier	K–6	438	8	42	11.4
Burbank Jr. High	7–9	1,074	689	97	73.1
Garfield Jr. High	7–9	1,666	57	110	1.0
Willard Jr. High	7–9	1,002	415	78	48.9
Berkeley High	10–12	3,068	874	196	34.9

C. H. Wennerberg, who had been superintendent of schools since 1958, recommended that the board appoint a broadly based citizens' committee to investigate the extent of segregation in Berkeley and its relation to motivation, academic excellence, and delinquency. The board appointed 36 citizens, 2 from each elementary and secondary school district, plus several representatives at large, to the committee (Rev. John Hadsell, a Presbyterian minister, was chairman.) The committee reported in November 1963, at a meeting attended by more than 2,000 citizens, that residential segregation in Berkeley had created racial isolation in the schools; it recommended total desegregation.

The board held two public meetings to discuss the committee's report; both were well-attended and most of the 65 persons who spoke supported the committee's findings. However, the *Berkeley Daily Gazette* polled its readers and reported that 80 percent opposed the committee's findings and recommendation for total school desegregation. Other public meetings, many sponsored by the PTA's, were held to discuss the report. Opponents organized the Parents' Association for Neighborhood Schools (PANS). Supporters formed Citizens for Better Schools. The school board asked the superintendent to have his staff study the citizens' committee report and to make recommendations; the superintendent appointed a task force of 39 educators to answer the board's questions. On May 19, 1964, the board voted unanimously to go ahead with desegregation of the city's secondary schools and to defer action on elementary school integration. PANS gathered enough signatures to force a recall election for board members in October 1964, but the incumbents won with 60 percent of the vote.

The Secondary Schools' Desegregation Plan

Since the Berkeley school district had only 1 high school, the Hadsell citizens' committee did not concern itself with desegregation in grades 10 to 12. The committee did recommend junior high school redistricting to improve the racial balance in grades seven through nine. However, an English teacher at the predominantly black Burbank Junior High felt the committee's proposal was inadequate; she suggested making Burbank a ninth-grade center for the entire city and assigning seventh- and eighth-grade students to Willard and Garfield Junior High Schools to create integrated student bodies.

The school board adopted the teacher's plan: Burbank became the west campus of Berkeley high school, a ninth-grade center. The boundary line for the city's other two junior highs was drawn across the center of the city, from the bay area to the hills, bringing desegregation to both Garfield and Willard. There was no busing, since Berkeley does not provide transportation for secondary school students.

The Elementary Schools' Desegregation Plan

In August 1964, Dr. Neil Sullivan replaced Wennerberg, who resigned to study for his Ph.D., as superintendent of schools. Both men were committed to total desegregation. To study the status of the city's school system in depth Dr. Sullivan recommended that the board appoint a large citizens' committee to draw up a "Master Plan for Education in the Berkeley Schools." On May 26, 1965, the board named 138 persons, about a third of them staff members, to study both the short- and long-term needs of the schools. A young lawyer, Marc Monheimer, who had supported incumbent board members in the recall election, chaired the committee.

The committee divided itself into five subcommittees—regular instructional program, special education and special services, finance and business services, community environment, and district relationships. Each subcommittee had a lay person as chairman and a staff member as vice-chairman. In October 1967, 5 months after the school board committed itself to total desegregation, the committee submitted its 600-page, 2-volume report.

In the meantime, support for integration in the elementary schools had grown. The city's Office of Intergroup Education promoted understanding between black and white citizens. All school principals took a course in Negro history. The school board adopted a locally developed Negro history guide for use in the schools. Parents of students attending schools in the flats held two workshops to question board members and school staff personnel about conditions in their schools. In the second semester of 1966, the district bused 240 elementary students from the 4 predominantly black schools in the flats to the predominantly white schools in the hills. The project reduced class size in overcrowded black schools and served as a model for interracial education.

Parents, teachers' groups, and civil rights organizations pressured the school board into adopting the following resolution in April 1967:

> In entering a period of intensive discussion and decision with respect to the many different possibilities for achieving integration in the Berkeley schools, the board wishes to affirm its general commitment to the principle of eliminating de facto segregation in the Berkeley school district, within the context of continued quality education and aiming toward a date no later than September 1968.

A month later the board committed itself to a calendar for integration with a specific plan to be adopted no later than January 1968 and total integration to be implemented the following September. The board received 42 desegregation plans, ranging from outlines to 19 elaborately thought-out program designs. These plans were submitted by PTA's, teachers, individuals, and institutes and study groups throughout the country. Dr. Sullivan then appointed a seven-member district task force, headed by the black vice principal at Jefferson, to study the plans. At the same time, a committee of professionals who were using Federal funds for a study entitled "Educational Parks or Other Alternatives To Achieve Integration" had also been studying desegregation proposals for Berkeley. The two groups joined forces and became known as the Claremont Group, since most of the meetings were held at the Claremont Hotel.

In recommending a desegregation plan, Dr. Sullivan asked the task force to consider three criteria:

1. Each proposal should result in desegregation of all elementary schools.
2. Each proposal should be conducive to top quality education.
3. Each proposal should be financially and logistically feasible.

In examining each of the 42 proposals, staff members considered grade organization, racial balance, instructional implications, transportation, long-term implications, teacher personnel, political implications, and cost.

A series of meetings were held to elicit the views of teachers and community members. The Berkeley Education Association and the Berkeley Federation of Teachers went on record as supporting immediate integration. The task force ultimately selected five desegregation plans: K-6; K-3 and 4-6; K-4 and 5-6; K-4, 5-8, and 9-12; and K-5, 6-8, and 9-12. Copies of the task force report were given to all professional employees, anyone who had submitted an integration plan, and members of the general public.

The superintendent named a group of 35 educators, including his administrative council, the summer task force groups, principals, and representatives of both teachers' organizations, to assist him in selecting a desegregation plan. The Staff Advisory Council on Integration concentrated on the K-6 and the K-3 and 4-6 proposals. The two plans calling for a 4-year high school were considered infeasible for the immediate future.

The K-6 proposal had several advantages:

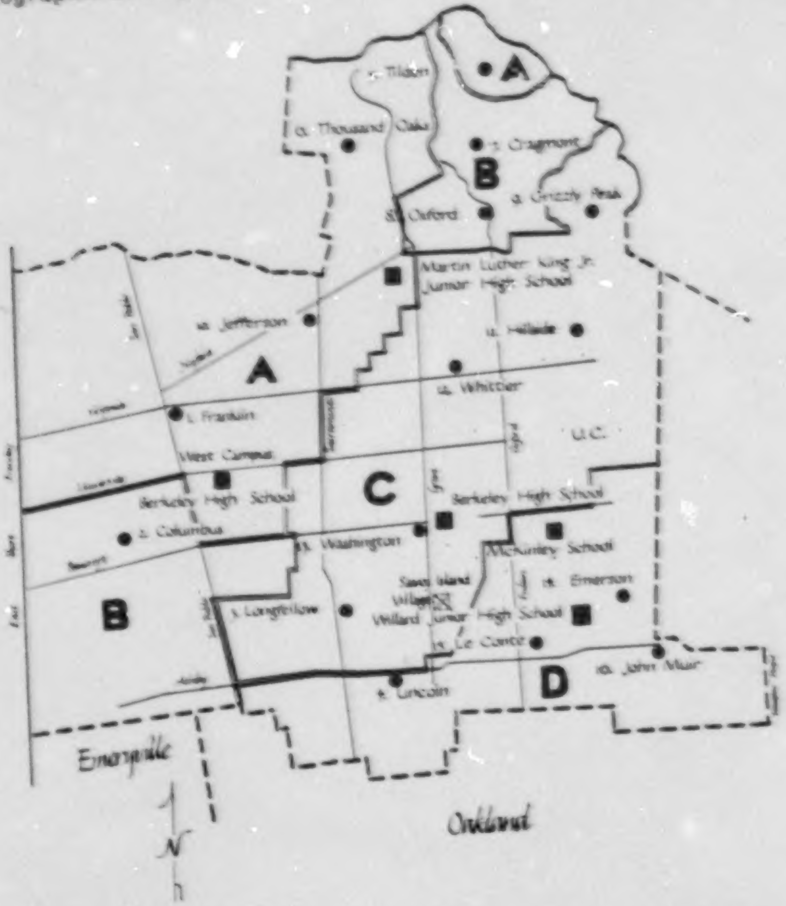
1. It would involve less transfer of faculty members, and no substantial increase in staff.
2. Existing facilities could be used without alteration.
3. It would not be necessary for all students to change schools between grades three and four.
4. Transportation costs would be slightly less than in the K-3 and 4-6 plan because schools integrated by residential patterns would not require busing.

The primary disadvantage of the plan was its unfairness; some students would never be bused, while others would be bused throughout elementary school.

The advantages of the K-3 and 4-6 plan were:

1. Improvements in the instructional program and more specialized personnel, equipment, and materials are possible in schools serving a limited number of grades.
2. The 4-6 school concept would ease the transition to junior high school.
3. It would equalize class size throughout the city.
4. It would promote greater variety in the grouping and scheduling of children

FIGURE 1.—*Geographic Zoning of the Berkeley School District To Achieve Desegregation*


A
B
C
D
Tilden
Thousand Oaks
Cragmont
Grizzly Peak
Oxford
Martin Luther King Jr. Junior High School
Jefferson
Hillside
Whittier
Franklin
U.C.
West Campus
Berkeley High School
Berkeley High School
Columbus
Washington
McKinley School
Savo Island Village
Emerson
Longfellow
Willard Junior High School
Le Conte
John Muir
Lincoln
Emeryville
Oakland
N

5. The plan could be implemented using existing facilities.
6. No increase in staff was necessary.
7. Transfer of teachers to match the new grade groupings would promote faculty integration.
8. All children in grades K-6 would be bused sometime.

The disadvantages of the plan were exposure of the student to an additional school environment, separation of sisters and brothers, expenses of converting K-6 schools into K-3 or 4-6 centers, and the lack of male teachers in grades K to 3. On October 3, 1967, Dr. Sullivan submitted both plans to the school board, with his recommendation that the K-3 and 4-6 plan be adopted. Copies of *Integration: A Plan for Berkeley*, a publication written by the Staff Advisory Council outlining the advantages and drawbacks of the two proposals, were mailed to public libraries, PTA's, community service organizations, churches, and the news media. Dr. Sullivan organized an Office of Elementary Integration, including a Speakers' Bureau to provide resource persons for community discussions of the integration proposals.

From October until mid-December community groups held more than 40 meetings to discuss the plans. All but 1 of the city's 14 elementary school PTA's held public meetings on desegregation. (Only 14 of the 16 elementary schools in the Berkeley district had PTA's.) The school board sponsored three workshops to explain the plans and elicit community reaction. In general community concerns centered around pupil transportation, quality of education, student safety and decorum, and finances. It was no longer a question of "should we desegregate" but "how do we do it best."

On January 16, 1968, at a meeting attended by some 2,000 citizens, the school board adopted the K-3 and 4-6 plan.

Implementing the Elementary Schools' Desegregation Plan

To implement Berkeley's desegregation plan, the city was divided into four geographic zones. Figure 1 shows the city's school attendance zones. Four large schools--Columbus, Franklin, Lincoln, and Longfellow—became 4-6 schools. Twelve generally small schools served grades K-3, with each K-3 school feeding into a 4-6 school. Table 2 shows the racial composition of the schools in fall 1968, following implementation of the desegregation plan.

Computers were used to develop the busing pattern. A card for each elementary school child which contained information on age, race, address, and school, was fed into a computer. The district's transportation office worked out ride zones, including routes and pickup points for the 3,500 children to be bused. All K-3 students living more than three-quarters of a mile from their assigned school were bused; fourth- to sixth-grade students had to live more than a mile from school to be bused. Walk zones were also drawn up for the 5,100 children who lived within walking distance of their assigned schools. Before the busing plan went into effect in September 1968, each parent received a notice explaining routes and schedules and had "dry runs" on the buses. Appendix A-1 (see page 21) contains portions of a bus schedule brochure sent to parents in 1973; similar brochures had been sent to parents in previous years.

The average bus ride is 15 to 20 minutes; the longest is a half hour. The schedules of the K-3 and 4-6 schools are staggered so buses can first take the older children to the intermediate schools and then be used again to transport the younger children to the primary schools.

The district made an all-out effort to prepare both students and parents for integration. All fifth graders, in racially mixed groups of about 100, attended a 2-day campout to get better acquainted. The city organized an Intergroup Youth Council, intraschool student-relations

TABLE 2.—*Racial Composition of the Berkeley Public Schools Following Desegregation, Fall 1968*

Name of school	Grade level	Total number of students	White students	Black students	Other nonwhites
Zone A:					
Jefferson	K–3	670	293	255	122
Thousand Oaks	K–3	678	377	274	27
Tilden	K–3	115	64	43	8
Franklin	4–6	906	409	371	126
Zone B:					
Cragmont	K–3	702	386	281	35
Oxford	K–3	310	189	113	8
Columbus	4–6	691	398	258	35
Zone C:					
Grizzly Peak	K–3	180	87	87	6
Hillside	K–3	414	228	170	16
Washington	K–3	580	240	286	54
Whittier	K–3	500	233	236	31
Longfellow	4–6	999	443	486	70
Zone D:					
Emerson	K–3	348	168	167	13
John Muir	K–3	437	246	181	10
Le Conte	K–3	399	178	197	24
Lincoln	4–6	788	391	353	44
Martin Luther King, Jr.	7–8	1,373	728	548	97
Willard	7–8	906	435	430	41
West Campus	9	1,065	493	480	92
Berkeley High	10–12	3,500	1,724	1,449	327

committees, class discussions on race relations, class exchanges, zonewide playdays that gave children who would be attending school together a chance to meet informally, and visits to the newly assigned schools.

Two districtwide publications prepared the community for desegregation. One was aimed at adults throughout Berkeley, and—beginning in March 1968—copies were mailed to every city address to report on the district's integration plan and problems in detail. The other, a crosstown newspaper which originated in the flats and published its first edition in February 1968, included the following message in one of its editorials:

> It is time now to tell the South-West story to Berkeleyans of the east and north. It is a story that people are asking to hear. It is born of a general community-wide concern that the routine of daily life for most people makes it hard for the various sections of the community to get to know each other. And it's this getting-to-know-you process that has to come before the getting-to-understand-you process begins. The children of this community will in the fall begin that process. Their parents will have to find their own ways of doing it. This newspaper is published to help in that getting-to-know-you process.

Later issues of the crosstown newspaper told the story of desegregation in Berkeley and described the steps being taken to assure the success of the elementary schools' integration in September 1968. During the 1968-69 school year, the newspaper described the new, integrated environment of the elementary schools and special programs.

Faculty Desegregation

Efforts to increase the percentage of minority group staff members in the Berkeley schools began in the early 1960's. It was one of the suggestions on the Staats committee; the number of black teachers more than doubled in 4 years, from 36 in 1958 to 75 in 1962. However, most of these teachers continued to be assigned to predominantly black schools. By 1972, 26.5 percent of the district's professional staff (compared with 46 percent of the student body) was black; 62.8 percent, white; 5.7 percent, Asian; 4.4 percent, Chicano; and 0.5 percent, "other." The school board has committed itself to increasing the percentage of black staff members to 45 percent by 1979.

The elementary school desegregation plan required many teachers to transfer in fall 1968. The teachers were asked where they wanted assignments, and the vast majority received their first choices All staff members, including aides, were required to complete a course in minority history and culture through seminars, the problem-solving process, encounter groups, or dramatic performances.

In addition, black and white teachers organized miniworkshops on ways to successfully desegregate. Through the district's Office of Human Relations, they held 39 demonstrations on such topics as "Science as Related to Race," and "How to Handle Name-Calling." Every elementary schoolteacher also participated in the teacher exchange. The district hired 14 full-time substitute teachers in 1967-68 to allow the regular teachers to leave their own schools and teach in two other schools of different racial compositions. The teachers then met regularly in 3-hour, small group seminars to discuss their experiences and to plan for teaching in an integrated classroom.

The district's nonteaching personnel, including custodial, clerical, and food-service employees, met four times in the spring of 1968 to discuss desegregation. Dr. Sullivan, the superintendent, and other administrative staff members spoke to these groups to outline how they could help integration succeed, and to answer their questions.

The Title I Program

Berkeley has received close to $600,000 annually since 1966 under title I of the Elementary and Secondary Education Act. But the thrust of the program has changed dramatically in 7 years, in terms of both location and instructional content. In the first years of title I, the district used the funds to provide a compensatory base at four predominantly black schools in the flats. The Federal money paid the salaries of additional teachers, and instructional aides in the overcrowded services under title I were scattered. The district operates a title I program at eight K-3 schools, one 4-6 school, and a parochial school. Learning skills specialists concentrate on improving the reading and math achievement of eligible students.

Before Desegregation

In 1965-66, the first year of title I, Berkeley received nearly $500,000 to serve 5,122 public schoolchildren and 125 private schoolchildren. Programs were operated at both the elementary and secondary levels.

In the elementary schools, the title I budget of $365,190.77 was spent for—

1. *Increased staffing.* Title I paid the salaries of 18 full-time and 3 half-time teachers in the four target schools, lowering the student-teacher ratio from 28-37:1 to 20-28:1.
2. *Curriculum development and enrichment.* This component involved three types of inservice training for teachers of educationally deprived children.
3. *Improved school organization.* Title I provided materials, teachers, and planning funds to assist in the development of a nongraded program at one of the four target schools.
4. *Materials.* The district used title I funds to buy supplementary books, programed materials, and audiovisual equipment for the target schools.

In addition, Berkeley budgeted $45,819 in title I funds for supportive services in guidance and counseling.

The title I program in the junior and senior high schools concentrated on remedial reading, with a budget of $102,163. These funds paid the salaries of eight full-time teachers and one half-time teacher, purchased additional learning materials and equipment, financed inservice training sessions for teachers, and provided feed money for the development of an experimental program using community aides.

At about the same time, a Berkeley principal at one of the flats schools developed a proposal for funding by the Office of Equal Opportunity. Funds were granted to establish a summer readiness program in 1965; the program used a new classification of school personnel, community aides, to recruit students. As part of the program, 260 parents learned how to prepare nutritious, low-cost lunches and to assist classroom teachers. These parents also attended group-learning sessions, took field trips, and were trained in committee work. The parent aides received $3 a day to offset babysitting and carfare expenses. Eventually, following continued disputes over regulations, the poverty programs were removed from the jurisdiction of the Berkeley school district and placed under the local community action agency.

However, the success of parents and community members in the schools and their interest in school activities led to the use of aides in the title I program. In 1967-68, 64 parents worked 6 hours a day as aides in the target schools. To qualify, each aide had to have at least one child in the school, be unemployed or underemployed, and have few future prospects for good employment. (One hundred parents were eligible for eight job openings in one school.)

The aide program and the busing of title I students from the flats to the more affluent hills' schools were particularly effective in easing the elementary school desegregation process in

Berkeley in 1968. The aide program exposed white teachers to black parents in a close working relationship. Teachers reported that this exposure changed their attitudes about discipline, acceptable conduct, and standards of speech. Parents became more comfortable in the schools, more willing to ask questions and express their opinions, and more certain about their children's needs after attending the aide program.

The busing program was also an experiment in integrated education. Although the expressed purpose of the project was to reduce class size in the overcrowded, predominantly black schools, it also meant integrating white and black students in the classrooms. The receiving schools spent hours preparing to be good hosts to the bused children, and the children got along beautifully. "The Effectiveness of ESEA Title I Activities in the Berkeley Unified School District"—an evaluation of the program—showed:

> a slight rise in the achievement of black students;
> no decline in the achievement of white students;
> good feelings by parents and teachers about the social impact on children of both races; and
> that 90 percent of the white parents favored busing to desegregate the schools.

Desegregation could work in Berkeley!

After Desegregation

When Berkeley's elementary schools were desegregated in fall 1968, the children who had been receiving title I services in four target schools were scattered throughout the district, with varying numbers in the different schools. The broad objectives of the title I program in 1968-69 were: (1) to improve students' achievement in reading and math; (2) to improve classroom functioning; (3) to improve students' attitude toward school; (4) to improve the student's self-image; and (5) to improve social interaction. Achievement of these objectives was primarily dependent on the main program component—the use of classroom aides in selected classrooms throughout the district.

Sixty-four teacher aides were assigned to given classrooms for a half day. They worked with children on subject-matter exercises, assisted the teachers in the preparation of classroom materials, corrected papers, supervised small learning groups, and assisted in the overall management of the classroom. Few aides performed exactly the same functions.

For the most part, aides were placed only with teachers who requested them. Usually there were six aides in an intermediate (4-6) school and three in each primary school.

There were a number of drawbacks in the 1968-69 title I program. In previous years, some 1,400 title I students had been concentrated in four target schools; now they were scattered, and it was difficult to locate and identify them for evaluation purposes. Not all these students could be served as intensely as they had been. Less than half of the original title I students were in classrooms with four or more title I students. In addition, many of the white children in the newly desegregated schools had become eligible for title I services on the basis of their educational deprivation (performance below grade level, et cetera); there were no target schools in 1968-69 to limit the number of title I participants. In those classrooms where a title I aide was placed, it was nearly impossible for the aide to work only with title I children.

Some of these problems were corrected in the 1969-70 school year when the State title I office required that a minimum of $300 be spent on each child receiving title I services. This meant a decrease in the number of children to be served and, therefore, a drop in the number of title I schools—from all 16 elementary schools in 1968-69 to only 8 in 1969-70. The selection of the eight target elementary schools was based on Aid to Families with Dependent Children (AFDC) data. Most target schools were in zones A and D (see figure 1 on page 7).

Title I Program and Budget, 1973–74

For the fiscal school year beginning September 1, 1973, Berkeley received $460,000 in Federal funds to operate a title I program at eight primary schools, one intermediate school, and a parochial school. The program served 1,677 educationally deprived children in grades K-6.

The title I program had six major components—language arts, math, auxiliary services, parental involvement, staff development, and intergroup activities. Each target school wrote and submitted its own proposal for the first three components; parental involvement, staff development, and intergroup activities were planned by the district title I staff.

The reading and math components emphasized individualized instruction, using skills specialists and aides to supplement the regular classroom teachers. They were incorporated into Berkeley's classroom management system—*Project: Individualized Reading and Mathematics, Interdistrict* (PIRAMID). PIRAMID and the title I reading program are discussed in detail on pages 13-18.

Berkeley has a parent involvement consultant to coordinate parent activities. These activities include inservice training workshops, the districtwide and school title I councils, and participation in the title I program as volunteers or observers.

Berkeley's 1973-74 title I budget was $460,000. The following breakdown of expenditures accounts for 90 percent ($414,000) of the 1973-74 budget:

Administration	
Salaries	**$ 10,000**
Other Expenses	**10,000**
Instruction	
Teachers' Salaries	**172,995**
Aides' Salaries	**97,898**
Classified Personnel	**12,050**
Instructional Supplies	**27,528**
Miscellaneous	**8,675**
Health Services	
Salaries	**3,000**
Operation of Plant	**2,000**
Maintenance of Plant	
Salaries	**2,000**
Other Expenses	**500**
Fixed Changes	**64,114**
Community Services	**3,240**
Total	**$414,000**

The remaining $46,000 was title I's required contribution to the district's Follow Through program.

The title I funds (excluding the $46,000 for Follow Through) were allotted among the 10 target schools as follows:

Cragmont	**$ 43,092**
Le Conte	**36,750**
Whittier	**29,450**
Washington	**29,750**
Thousand Oaks	**29,155**
Emerson	**26,250**
Hillside	**19,250**
Grizzly Peak	**5,074**
Malcolm X	**169,229**
St. Joseph	**26,000**
Total	**$414,000**

PIRAMID Reading System

The major objective of Berkeley's title I program is to improve the reading achievement of educationally deprived children. All components of the program—teacher training, parental involvement, and auxiliary services—aim toward this goal. Reading has always been the chief concern of the district's title I program, but the methods used to improve reading skills have changed from year to year. As mentioned earlier, in the first years of the title I program Berkeley used its funds to purchase equipment and supplies and to pay the salaries of classroom aides. Before desegregation most children in all classrooms of the four target schools were eligible to receive title I services; the aides worked right in the classroom. After desegregation, with the children scattered throughout the district, title I students made up only a small percentage of the students in any one classroom. To concentrate services on these eligible children, aides began working with them on a pullout basis. However, such pullouts sometimes led to re-segregation and the district abandoned the practice by 1971. When George Perry became Berkeley's title I coordinator, he introduced the idea of using skills specialists, or specially trained teachers, to assist classroom teachers and aides in diagnosing student strengths and weaknesses and in devising supplementary materials.

The skills specialists found that most teachers were unaware of any skills continuum in reading; that is, they were unsure which skills must be learned first in the reading process. At the same time, California ordered school districts to move toward individualized instruction and better classroom management. Thus, in September 1972, Berkeley adopted the PIRAMID system for reading and math in title I schools; other schools within the district could also use the system, but they had to purchase their own materials.

Development of PIRAMID

PIRAMID is a joint effort by seven California school districts—Bakersfield, Berkeley, Compton, Kern County, National, Santa Ana, and Yuba City. Representatives from these school districts compiled 429 pupil objectives, 220 in reading and 209 in math, which were indicative of the K-6 curriculum. Although other objectives may be added to the continuum, the PIRAMID system is general enough so that a district can add its own subpoints to suit local needs and curriculum.

Each objective is "terminal" in nature; that is, it should be considered a checkpoint in the instructional process and students should not be expected to achieve the objective until they have been taught lower level skills. The teacher must identify which skills need to be learned for each objective.

The PIRAMID system gives a number to each objective and matches it to one of the following skill areas: visual skills (V.S.); auditory skills (A.S.); sensorimotor skills (S.S.); phonic analysis (P.A.); structural analysis (S.A.); context (C.); literal comprehension (C.L.); interpretive comprehension (C.I.); critical comprehension (C.C.); vocabulary comprehension (C.V.); and reference skills (R.S.). Berkeley skills specialists grouped the pupil performance objectives according to skill area to give the objectives some sort of a continuum. Appendix B-1 on page 23 lists the 220 PIRAMID reading objectives. Each objective has a criterion reference test and a teaching prescription.

In May 1972, teachers in the seven participating school districts field tested the PIRAMID instruments, including the objectives, criterion reference tests, and class and pupil profiles. Their comments resulted in a number of changes before the system was implemented in September.

To implement PIRAMID, the Berkeley district took the following steps:

1. Restructured the reading objectives into skills areas.
2. Administered placement tests to an experimental room as a means of working out a practical procedure for classroom teachers to follow in the use of the PIRAMID system. This involved:
   a. Dividing the criterion reference tests into test packets
   b. Devising a method of storing the student files, teacher direction copies and correction keys, extra criterion reference tests, and the class profile
   c. Working out one practical method of recordkeeping for the class profile
   d. Recommending a pretesting procedure before teaching for each criterion reference tests.
3. Determined the number of criterion reference tests each school would need and set up a priority list for printing.
4. Prepared and delivered the following to each school: teacher criterion tests, a criterion reference test-master list, "Recommendations for Grade Placement," and "Managing the Classroom Management System."

Berkeley used the PIRAMID math system only in 1972-73; the following year the district adopted the Wirtz math system. Some schools continued to use PIRAMID math materials.

Involving Parents and Community

Berkeley parents and community members participate in school affairs in various formal and informal ways. Each school has its own PTA, and Berkeley's districtwide PTA council reflects the racial composition of the city.

Berkeley also has a districtwide and an individual school advisory council for its title I program. Council members participate in writing each school's title I proposal, oversee its implementation, and are involved in its evaluation. They, as well as other parents, are also involved in the actual operation of the project. After attending a minimum of two inservice workshops, the parents, under the direction of the skills specialist, administer tests. They also serve as classroom volunteers or observers to assess the operation of learning stations and the PIRAMID system, examine composition achievements of students, and monitor the PIRAMID profiles. The district also has individual parent-teacher conferences to instruct parents in specific learning activities they can do at home to improve their children's academic performance.

Once a year Berkeley's title I staff sponsors a series of workshops for those parents who participate in the title I program. Appendix C-1 on page 32 shows a copy of the letter inviting parents to the 1973 workshop. The sessions feature State and local title I officials, local government leaders, and school board members. All speeches are followed by question and answer sessions. The full program for the 1973 workshop appears in appendix D-1 on page 33.

Needs Assessment

Berkeley's 1973 needs assessment depended on both objective and subjective instruments. The objective instruments were the Berkeley Phonics Survey, standardized reading and math tests, PIRAMID criterion reference tests, the McHugh-McPharland Sound Symbol Test, Wirtz math tests, and questionnaires completed by teachers, parents, and aides. A more subjective assessment of student needs was based on the observations of principals, teachers, and skills specialists in the title I schools, as well as parents' comments.

The needs assessment in the language arts revealed, in order of priority, that—

1. Seventy-six percent of all identified students achieved below Q2 in work-attack skills.
2. Seventy-two percent of all identified students achieved below Q2 in comprehension skills.
3. Eighty-three percent of all identified students achieved below Q2 in composition skills.

Math tests revealed that—

1. Sixty-six percent of all identified students achieved below Q2 in computation skills.
2. Seventy percent of all identified students achieved below Q2 in problem-solving skills.
3. Fifty-six percent of all identified students achieved below Q2 in vocabulary and symbols.

The needs of children for auxiliary services indicated that—

1. Twenty-nine percent of identified stu-

dents showed a lack of motivation to learn.
2. Twenty percent of identified students were disruptive in the classroom.

An analysis of parent and teacher questionnaires on parental involvement indicated that—

1. Parents needed more information about the title I program.
2. Parents needed to know more about school-testing procedures.
3. Parents needed to know more about the instructional program.
4. Parents wanted to assist in the education of their children.

In assessing the need for inservice training, the 150 teachers who filled out the title I questionnaire revealed that—

1. Forty percent had inadequate inservice training in the diagnosis of individual student needs. (Ninety percent of the aides had the same complaint.)
2. Forty percent had inadequate inservice training in prescribing for individual student needs. (Ninety percent of the aides said the same thing.)
3. Thirty-eight percent had inadequate training in the techniques of classroom management for individualized instruction.
4. Twenty-eight percent had inadequate training in the relationship of teacher attitudes to student achievement.
5. Ninety-five percent of the aides needed additional training in the teaching of reading and math skills.

Establishing Specific Objectives

All 10 title I schools had the same major goals. These were: (1) to ensure that each student regularly experienced success in reading and math; (2) to provide an individualized program of diagnosis, prescription, and treatment of each student; and (3) to help students develop self-motivation.

In addition, specific objectives were set for each component of the title I program. The objectives for reading were:

1. Participating K-6 students will reflect a normal range and distribution of achievement in language arts as shown on the district median following 3 years of specialized instruction in word-attack and comprehension skills.
2. Participating K-6 students will reflect a normal range and distribution of achievement in composition as measured by locally developed norms following 3 years of specialized instruction.

In both cases the objective was that the annual increment of pupil achievement from the lower quartile to the upper quartiles would be 10 percent the following school year, and 14 percent in the 1975-76 school year.

The objectives for auxiliary services were:

1. Eighty percent of participating students will demonstrate increased motivation for learning as determined by teacher and parent observation and by acceptable classwork.
2. Eight percent of identified students will show a decrease in disruptive classroom behavior as measured by lack of teacher referrals for discipline.

The objectives for parental involvement were:

1. By January 1974, all participating parents of identified students will demonstrate increased knowledge of title I and how its services relate to their schools as measured by locally devised survey forms.
2. By December 1973, 80 percent of participating parents will have increased knowledge of the testing program and how it relates to their children as measured by a locally developed survey.
3. By March 1973, 80 percent of participating parents will have increased knowledge of the instructional program in reading and math as measured by presurvey and postsurvey forms.
4. Sixty percent of parents of identified students will participate in workshops on how to assist in the education of their children.

Selecting the Staff

Berkeley's title I program employs 25 skills specialists—15 reading specialists and 10 math specialists— and 33 instructional aides, in addition to the district's administrative staff. The reading specialists and math specialists must be certified teachers. In addition, they must be knowledgeable about PIRAMID and techniques for individualized instruction and be able to organize workshops, establish classroom learning stations, and work easily with teachers, aides, and students. The 33 instructional aides must have a basic knowledge of PIRAMID and the techniques of individualized instruction and know how to prepare classroom materials, to work with individuals and small groups of students, and to assist in reading and math instruction. Most aides have worked in Berkeley's compensatory education program for 5 years, or more.

Training the Staff

To make the PIRAMID reading system a success, Berkeley first trained its skills specialists and aides; they in turn organized inservice workshops at their respective schools to acquaint classroom teachers with PIRAMID, to help them establish learning stations, and to illustrate ways of creating supplementary learning materials that corresponded with the PIRAMID reading objectives.

The intensive training of the skills specialists and aides occurred throughout the 1972-73 school year. Following is the calendar of activities from August 1972 to early June 1973:

August 1972

24 PIRAMID orientation inservice workshop: title I principals, skills specialists, and staff, 9 a.m. to 4 p.m.
District Parent Advisory Board meeting.
25 PIRAMID inservice for title I instructional aides conducted by skills specialists and office staff.

September 1972

11 General session title I instructional aides: title I focus for 1972-73 and calendar of monthly inservice.
12 Title I skills specialists and staff: title I priorities and program for 1972-73.
14 Title I Parent Workshop: guidelines, program, and parent involvement for 1972-73.
18 District Parent Advisory Committee.
26 Instructional aides—Le Conte, Emerson, Thousand Oaks, and Malcolm X: role in implementation of PIRAMID and individualization of instruction techniques.
28 Instructional aides: St. Joseph, Cragmont, Washington (See Sept. 26.)
Title I skills specialists: facilitating PIRAMID implementation and research design.

October 1972

4 PIRAMID inservice with Columbus staff.
5 Title I project and PIRAMID inservice with "Homework House Project" staff.
6 Title I skills specialists and staff.
17 Instructional aides: Le Conte, Malcolm X, Emerson, and Thousand Oaks.
19 Instructional aides: St. Joseph, Washington, Cragmont.
PIRAMID reading: Thousand Oaks.
20 Title I skills specialists and staff: "Creative Learning Games and PIRAMID."
25 PIRAMID reading inservice at Malcolm X and Thousand Oaks.
PIRAMID Math: Cragmont.
30 PIRAMID reading inservice at Malcolm X and Thousand Oaks.
District Parent Advisory Board meeting.

November 1972

1 PIRAMID inservice: Longfellow School.
3 Skills specialists and staff: "Use of Games in PIRAMID Prescriptive Teaching Approach."
7 Title I instructional aides inservice: "Games and PIRAMID Small Group Instruction."
8 Washington School math workshop for title I parents.
9 Title I principals: "Concerns and Formulation of Strategies for Smooth PIRAMID Implementation at School Sites."
14 Title I school site staff representatives: "Techniques and Procedures for Continuous School Site Evaluation of Title I."
17 Skills Specialists and Staff: "Individualization and Pupil Contracts."
27 Title I District Parent Advisory Board meeting.

December 1972

5 Title I instructional aides inservice.
8 Title I skills specialists inservice: "High Intensity Approach to Individualization of Instruction."

January 1973

8 Title I parent inservice workshop.
9 Title I instructional aide inservice: "Making PIRAMID Prescriptive Learning Games."
12 Title I skills specialists: "Establishing Learning Centers and Teaching Objectives."
15 Title I parent inservice workshop.
19 Title I principals: Needs Assessment.
22 Title I parent inservice workshop.
23 Observations in Model Learning Center at Thousand Oaks by title I teachers.
24 Observations in Model Learning Center at Thousand Oaks by title I teachers.
25 Observations in Model Learning Center at Thousand Oaks by title I teachers.
26 Title I skills specialists: "Learning Centers;" Needs Assessment.

February 1973

1-12 Needs assessment meetings with staff at title I school sites.
2 Skills specialists inservice.
5 Title I parent workshop.
12 Title I parent workshop.

13 Title I instructional aides inservice: "Learning Centers and Teaching PIRAMID Objectives."
15 Title I principals' workshop: "Summary of Needs Assessment Data and Implications for 1973-74 Project Development."
16 Skills specialists inservice.

March 1973

1 Title I principals: Development of title I proposals for 1973-74.
2 Skills specialists inservice.
13 Title I instructional aides inservice.
16 Skills specialists inservice.
21-29 Inservice at school sites on project development.
26 Title I District Parent Advisory Board meeting.

April 1973

5 Title I principals' workshop.
6 Title I skills specialists inservice.
10 Title I instructional aides inservice.
30 Title I District Parent Advisory Board meeting.

May 1973

4 Title I skills specialists: Summary and evaluation of PIRAMID project.
8 Title I instructional aides inservice.
11 Title I principals: "Evaluation and Project Development Workshop."
28 Title I District Parent Advisory Board meeting.

June 1973

5 Title I instructional aides inservice and evaluative session of inservice and recommendation, 1973-74.
8 Title I skills specialists inservice: "Evaluation and Specific Recommendations for PIRAMID Project Development for 1973-74."

In 1973 skills specialists attended a summer school that offered four different types of learning situations. Group workshops, which the specialists attended together, covered such topics as scheduling students in learning centers, new methods for teaching basic skills, use of PIRAMID, and teaching writing skills. The curriculum consultant held one-to-one conferences with each specialist, emphasizing the importance of adapting a classroom management system to a teacher's own style of teaching and needs. In addition, the specialists taught summer school classes, incorporating the ideas they had gathered in workshops and conversations with the curriculum consultant. A major part of the summer training was the development of "treasure kits." The specialists had to make the materials for their own kits, which would be used in conjunction with the learning stations at their respective schools. The kits contain games, worksheets, and other materials and are color coded to correspond to PIRAMID objectives and make filing easier.

The inservice training of skills specialists and aides continued during the 1973-74 school year. They visited schools and classrooms which had demonstrated successful use of diagnostic prescriptive teaching methods, continued inservice training in individualized instruction and PIRAMID, developed accountability models of instruction, and continued developing and screening new learning materials for title I students.

The skills specialists plan inservice training programs for classroom teachers at their respective schools at least once a month and sometimes as frequently as once a week.

Selecting Participants

The schools receiving title I funds in Berkeley are selected according to the percentage of children from families receiving Aid to Families with Dependent Children (AFDC). The participating schools have 16 to 37 percent of their student population from AFDC families; schools with less than 16 percent of AFDC cases are not eligible for title I services.

Within the 10 participating schools, title I students are selected on the basis of standardized test scores. Any student who scores a year or more below grade level is considered educationally deprived. In 1973-74, the enrollment in each participating school and the number of title I students were as follows:

School	*Total enrollment*	*No. of eligible Title I students*
Emerson	343	150
Washington	492	170
Le Conte	326	210
Cragmont	522	266
Thousand Oaks	588	170
Grizzly Peak	122	35
Hillside	323	110
Whittier	475	190
Malcolm X	859	326
St. Joseph	269	50

Classroom teachers, assisted by both district and title I skills specialists, test and place all students on a reading skills continuum, using the PIRAMID criterion reference tests. In title I schools, there is a skills specialist (either district or title I salaried) for each grade level; other schools may have one skills specialist for every two or three grades, depending on a school's size. The skills specialists used to divide their time among all teachers at their grade level; beginning in 1973-74, each skills specialist was assigned to one classroom teacher for most of the day. However, they also worked with the other teachers, who were assigned aides to assist them in the classroom, in the creation of learning centers, the development of new materials, and the use of PIRAMID. One school, Emerson, uses its title I skills specialists to operate a learning laboratory.

The skills specialists, both district and title I, concentrate their attentions on the lowest achieving students in each classroom.

Selecting Materials

To effectively implement the PIRAMID system, Berkeley required each school to have the following materials:

1. One management system booklet per teacher
2. One classroom profile per classroom
3. One pupil profile for each student
4. One set of prescriptions for reading and/or math for each classroom
5. One cardboard file box for each classroom to store supplementary materials
6. Legal size folders; 1 for each student plus 12 extra in every classroom
7. Appropriate criterion reference tests for each specific grade level
8. Order blanks for additional criterion reference tests.

In addition, the skills specialists at each title I school receive an annual allotment to purchase materials they feel would be helpful in improving the reading and/or math achievement of title I students. Classroom teachers are exposed to all new materials through workshops conducted by the skills specialists.

Each title I school is establishing a resource center to house supplementary materials. The materials include locally developed games, worksheets, and tests as well as purchased supplies. The skills specialists spend a portion of their time developing new materials and copying them for inclusion in each classroom's "treasure kit." All materials are numbered to correspond to PIRAMID objectives.

Classroom Management

An individualized learning structure has the advantage over more traditional basal reading structures in that lessons are tailored to each student's fundamental needs. Individualized instruction takes the student at the level of his accomplishment and builds on already known skills to learn new skills. In Berkeley such individualized instruction is managed through the PIRAMID system. With its 220 objectives for reading and corresponding criterion reference tests, PIRAMID allows classroom teachers to diagnose, prescribe, teach, and evaluate students individually. Under the PIRAMID system as practiced in Berkeley, teaching occurs in four ways—direct instruction by the teacher, skills specialist, or aide; reenforcement and drill at learning stations within the classroom; individual practice using teaching machines or worksheets; and group practice with manipulative games.

Learning stations are the physical classroom structure used to implement PIRAMID. In the first semester of the 1972-73 school year, skills specialists established learning stations in at least one classroom at each grade level to serve as models for other classrooms in the school. By 1973-74 each classroom was to have at least four learning stations—a self-directed center, a listening center, a teacher-directed center, and a games center; many classrooms had more. The learning kits developed and coded by the skills specialists are placed in each learning station; materials are as self-directing and self-correcting as possible.

Each student has a pupil profile which shows where he is on the reading skills continuum. By glancing at the profile, the classroom teacher, aide, or skills specialist can see what skill the student should be concentrating on. Since learning materials are coded according to the skills and objectives, it is then an easy task to select appropriate learning materials for a student to work with.

Evaluation

Desegregation

The desegregation effort discussed at the beginning of this chapter indicated that Berkeley's first experiment with integration in the elementary schools—the busing of students from overcrowded, predominantly black schools to white schools in the hills—improved the achievement levels of the black students and did not adversely affect the academic performance of white students. A more comprehensive view of the effects of desegregation is possible by examining the evaluation documents reflecting reading achievement for the 2 years before and after desegregation. In grades one, two, and three, the highest scores on these standardized tests made at the median measuring point and at the mean by blacks, whites, and Asians were made in either 1969 or 1970—the 2 postintegration years. Comparison in grades four through six is more difficult because the district did not use the same standardized test all 4 years. However, mean growth scores of total groups of students by grade level indicated that the greatest advantage of desegregation occurred at grade two, with progressively less advantage shown by third, fourth, and fifth graders.

Later districtwide testing confirmed school administrators' belief that desegregation had not adversely affected achievement scores but had, in fact, improved them. Berkeley's test report released to the public at the end of the 1972-73 school year stated:

> "There has been an overall, consistent improvement in the reading achievement level of elementary school children in Berkeley during the six-year period (1967-1972) under consideration."

The report revealed that the 1972 scores for first graders were the highest scores attained during the 6-year period by black, Asian, and Chicano students. White first graders surpassed their 1972 scores only in 1971. Moreover, 9 of the 11 grade groups (grades 1-11) tested in Berkeley met or exceeded the national norms for their respective grades. National norms were exceeded by greater margins in the elementary grades.

There are other indications that Berkeley's integration plan worked. In the 4 years following the implementation of the plan, there was less than a 1 percent annual change in the district's ratio of white to black children; there was no great white exodus from the city as a result of integration. In 1972 a statewide study of third-grade reading results designated 30 California schools as outstanding. Six of these schools were in Berkeley.

Title I—Reading Achievement

Table 3 summarizes the reading achievement of Berkeley's title I students in 1971-72, the latest year for which data are available. Different pretests and posttests were used for kindergarten and first-grade students, making a comparison of test scores invalid. However, the test scores for students in grades two through six indicated more than a month's gain for every month of instruction.

Table 4 gives a longitudinal picture of title I reading results—from 1969 through 1972. In the first year of the testing, with the reading component still relying primarily on aides for instruction, there was less than a month's gain for every month of instruction. Beginning in 1970 schools throughout California emphasized a year's growth for every year in school; in addition, Berkeley introduced skills specialists to improve reading achievement. Thus, in 1970-71 and 1971-72 title I students showed a month-for-month gain or better in reading achievement.

The 3-year study indicated a general improvement in test scores, especially at the sixth-grade level. In 1969-70 and 1970-71, sixth graders in the title I program were ending the elementary grades 2.1 years below grade level; by 1971-72 this gap had been reduced to 1.3 years below the expected 6.8 norm.

TABLE 3.—*Reading Test Scores for Title I Students, October 1971-May 1972*

Grade level	Name of test	Number of students	Pre test	Post test	Growth yr. month
K	Boehm	71	75 percentile		
K	Basic Skills	150		95 percentile	
1	Metropolitan	121	64 percentile		
1	Coop Primary	137		1.8	
2	Coop Primary	139	1.7	2.7	+1.0
3	Coop Primary	140	2.4	3.7	+1.3
4	CTBS	161	3.1	4.0	+ .9
5	CTBS	83	3.3	4.4	+1.1
6	CTBS	122	4.7	5.5	+ .8

TABLE 4.—*Reading Growth Scores for Title I Students in Grades 4, 5, and 6, 1969-1972*

	1969-1970			1970-1971			1971-1972		
	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
Grade 4	2.9	3.4	.5	2.9	3.7	.8	3.1	4.0	.9
Grade 5	3.8	4.3	.5	3.2	4.2	1.0	3.3	4.4	1.1
Grade 6	4.1	4.7	.6	3.9	4.7	.8	4.7	5.5	.8

For additional information, contact:

Coordinator, ESEA
2880 Sacramento St.
Berkeley, Calif. 94702

Phone: (415) 644-6140

Appendix A–1

EXCERPTS FROM THE BUS-SCHEDULE BROCHURE FOR BERKELEY PUBLIC SCHOOL STUDENTS AND THEIR PARENTS, 1973–74 SCHOOL YEAR

• • • • • • • • •

This brochure is being sent to you and to the parents of every child in the elementary grades (kindergarten through 6) so that you will have the bus schedule for your zone and other back-to-school information you will need during the first weeks of school. Since the majority of Berkeley students will ride the bus for part of their school career, we are sending this brochure to all K-6 parents, not just to those whose children will ride the bus this year, so that they may see how the bus program operates. Keep this little brochure handy. It will answer a lot of questions for you during the year.

On the inside of this brochure you will find the bus schedule for your zone. If your child rides the bus, go over the schedule with him so that both you and he will know when and where he is to board the bus. We would also like to remind you that:

- Students should be at their bus stop five minutes before they are scheduled to board the bus.
- Buses will leave school approximately five to ten minutes after school is dismissed. Students will arrive home about half an hour later.
- Special late buses will be provided for children who wish to participate in after-school activities. The late bus will leave the K–3 schools at 4:30 p.m. Late bus service for Franklin, Columbus and Longfellow will be at 3:30 p.m. and 4:30 p.m. Late buses will leave Malcolm X at 3:45 p.m. and 4:30 p.m.
- Children should board and leave the bus only at their assigned stop. If a child wishes to get off the bus at a stop other than his own, if he wishes to bring a non-bused friend home with him on the bus, if he wishes to go home with a friend on a bus other than his own—in short, if he wishes to change his usual ride schedule in any way—he should bring a note from his parents to the principal of his school. If two or more youngsters are involved, each must bring a note.
- If a student misses his regular bus, it is his parents' responsibility to see that he gets to school. K–3 children, however, will be allowed to take the next regular bus if there is room (that is, a 9 o'clock student may catch the 10 o'clock bus, a 10 o'clock student may catch the afternoon kindergarten bus).
- If a child misses the bus on the way home he should report immediately to his teacher, his principal or the playground director. Parents will be notified, whenever possible, when this happens.
- Parents of very young children who ride the bus are asked to pin the child's name, address, phone number and bus stop number—and the child's schoolroom number, if it is known—on his outer clothing for the first few days of school.
- In the event of a disaster or civil disturbance affecting Berkeley or its residents, all parents of children enrolled in the Berkeley schools should tune their radios to station KPAT (1400), KSFO (560), KCBS (740), or KGO (810) for information about any changes in transportation schedules and school hours.
- School cafeterias will be in operation beginning September 5.
- Parents are asked to have their children ride the bus to school the first day rather than arrive by car if they will be taking the bus home. This enables drivers and aides to load the children on the right buses for the return trip.

Unless advised to the contrary, students who were riding the bus at the close of the Spring, 1973, semester will leave from the same bus stop during the 1973–74 school year. Please check the bus schedule inside this brochure for time changes. Parents are also asked to note that:

Students who were third-graders last year and will be entering fourth grade this year have already been advised if they are eligible for bus transportation, and those who will ride the bus have been notified of their bus stop number and location. Please check the schedule inside this brochure for the bus departure time.

As noted elsewhere in this brochure, students who will be entering grades 2 and 3 this year will start school at 10:10 a.m. for the first two weeks of school (with the exception of Washington, Le Conte, and Emerson). Bused students in this group who started school at 9 a.m. last year will have the same bus stop number and location, despite the difference in starting time, but should consult the schedule inside the brochure for the bus departure time.

Students who will be entering first grade this year, and who rode the bus to kindergarten last year, will have the same bus stop number and location. Please consult the schedule inside this brochure for the bus departure time.

Parents of children who will be entering kindergarten or grades 1 through 6 and who did not attend Berkeley schools during the Spring, 1973, semester should register their children before school opens. Elementary schools are now open for registration. At the time of registration, parents will be advised if their children are eligible for bus transportation and, if so, will be given the bus stop location and departure time.

- Further information on your child's transportation to and from school may be obtained from the school district's Pupil Transportation office, 644-6182 or 841-1880.

- Our schools need you—in the classroom, in the office, on the playground, as tutors, for special presentations in your field. If you are interested in our schools, we have a place for you. Call School Resource Volunteers at 524-7336 for full information on what you can do for Berkeley's children.

BUS SAFETY RULES

The safety rules observed on all Berkeley school buses are designed for the protection of our children. Standing up, running in the aisles, throwing objects, and putting any part of the body out of a window are absolutely forbidden. Parents are asked to discuss these safe conduct rules with their child so that the bus ride will be a pleasant experience for all concerned. The California Education Code, Section 1089, provides that "continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be temporarily denied transportation." If discipline problems arise, the principal will contact the parents of the youngster involved. If parents have questions concerning bus discipline, they are urged to call their child's school. According to state regulation, animals are not allowed on school buses (Education Code 1096).

Appendix B–1

PIRAMID READING OBJECTIVES

Number	Pupil performance objectives	Skill area
0.001	Given picture cards, the student will state the word each picture portrays.	C.V.
0.002	Given a situation in which his eyes are closed and a familiar sound is made within his hearing, the student will orally name the source of the sound.	A.S.
0.003	Given a series of three oral directions, the student will be able to follow these directions in the proper sequence.	A.S.
0.004	Given sounds in varying rhythmic patterns, the student will be able to reproduce the sound pattern heard.	A.S.
0.005	Given three oral words, the student will be able to repeat the series orally.	C.L.
0.006	Given two and three syllable words orally, the student will be able to repeat them.	P.A.
0.007	Given a picture of an object, the student will be able to match it to another that begins with the same sound.	P.A.
0.008	Given a short story orally, the student can identify the characters he likes and dislikes and his reasons for doing so.	C.I.
0.009	Given three words orally, the student will be able to orally state which two begin with the same sound.	P.A.
0.010	Given a set of three identical pictures and a fourth picture with a missing element, the student will be able to orally identify the missing element.	V.S.
0.011	After listening to a story, the student will be able to retell the events in sequence.	C.I.
0.012	Given a verbal phrase, the student will be able to identify one picture out of four which illustrates the phrase.	A.S.
0.013	Given a group of no more than five objects, one of which is removed while the student's vision is obscured, the student will be able to orally name the object which is missing.	V.S.
0.014	Orally presented a story with a key part missing, the student will be able to draw a picture illustrating the missing part.	C.
0.015	Given a card on which a square, rectangle, triangle, or circle appears, the student will be able to reproduce its likeness.	S.S.
0.016	Given three pictures, two of which are alike and one of which is different, the student will state which picture is different.	V.S.
0.017	Given pairs of objects, the student will be able to orally identify which of the two is: rougher or smoother, softer or harder, and bigger or smaller.	C.C.
0.018	Given a pattern, the student will be able to complete the pattern in a left to right progression.	S.S.
0.019	When asked an oral question, the student will be able to respond in a complete sentence.	C.L.
0.020	Given a maze and pencil, the student will be able to follow a course from one object located on the left side of the paper to related objects on the right side without the pencil touching either side of the course.	S.S.
0.021	Given an upper case letter and a series of lower case letters, the student will be able to match the capital letter with its corresponding small letter by drawing connecting lines between them.	P.A.
0.022	Given a group of pictures depicting a familiar series of events out of sequence, the student will be able to	

Number	Pupil performance objectives	Skill area
	arrange the illustrations in proper order from left to right.	C.L.
0.023	The student will be able to identify by name all upper and lower case letters both in and out of sequence.	P.A.
0.024	From a written list of names, the student will be able to select his own.	V.S.
0.025	The student will orally describe the contents of a given picture after it has been removed from sight.	V.S.
0.026	Given a picture of an object which begins with a specific letter or letter combination, the student will be able to match the object to the letters with which it begins.	P.A.
0.027	Given a specified emotion or sense, the student will be able to select the picture which depicts that emotion or sense.	C.I.
0.028	Given a word orally which begins with a consonant sound, the student will be able to orally name the letter which represents that sound.	P.A.
0.029	Given a word and instructed to listen for the beginning sound, the student will be able to orally supply another word with the same beginning consonant sound.	A.S.
0.030	Given a multimeaning word, the student will be able to orally define the word based upon the context in which it is presented in an oral reading passage.	C.
0.031	Given a word, the student will be able to orally supply a real or nonsense word that rhymes with it.	A.S.
0.032	When given a simple poem or a list of words orally, the student will be able to orally identify the two words that rhyme.	A.S.
1.033	Given a group of objects, the student will be able to identify which one is unlike the others.	V.S.
1.034	In response to an oral question by the teacher, the student will be able to circle or underline the item on a worksheet which answers the questions.	C.I.
1.035	Given an incomplete picture of a familiar object, the student will be able to mark the place where the part should be.	V.S.
1.036	Given a list of words and a sentence missing one word, the student will be able to select the word which best completes the sentence.	C.
1.037	Given four pictured objects, the student will be able to underline the two indicated when named only once.	A.S.
1.038	Given a picture, the student will be able to give it a title and tell a three-sentence story about it.	C.L.
1.039	Given a printed letter, numeral, or geometric shape, the student will be able to orally identify the letter.	V.S.
1.040	Given a picture and a word corresponding to the picture, the student will be able to fill in a missing initial consonant.	P.A.
1.041	Given two different sounds, the student will be able to describe one as louder, softer, higher, or lower.	A.S.
1.042	Given an oral story and directions, the student will be able to reproduce pictorial representations of its content.	C.I.
1.043	Given three objects, the student will be able to orally identify which one is the: largest, smallest, middle-sized, biggest, tallest, shortest, highest, or lowest.	S.S.
1.044	Given the same set of oral directions twice, with one step omitted in the second presentation, the student will orally identify the omission.	A.S.
1.045	Given a course of pursuit, the student will be able to follow a directional line, without lifting his pencil, from left to right and locate the designated object on the right.	S.S.
1.046	Given an oral word, the student will be able to identify the letter that indicates its final sound.	P.A.
1.047	The student will be able to identify which object in a picture is: behind, beside, before, beneath, top, on top of, far, near, between, slanted, left, right, middle, or bottom.	S.S.
1.048	Given a picture or experience, the student will dictate or write a story based on the picture or experience and will give it a title.	C.I.
1.049	Given a picture and a word corresponding to the picture, the student	

Number	Pupil performance objectives	Skill area
	will be able to fill in the final consonant.	P.A.
1.050	Given an oral story, the student will be able to choose the appropriate picture to answer a question about the story.	C.L.
1.051	Given a pair of words orally, the student will be able to orally state whether the words in that pair begin with the same or different short vowel sound.	P.A.
1.052	Given a list of familiar words, the student will be able to identify the inflectional endings *s*, *es*, *ed*, *ing*, *y*, *'s*.	S.A.
1.053	Given an oral story whose conclusion is missing, the student will draw a picture illustrating a likely ending based on the contents of the story.	C.I.
1.054	Given a picture, the student will identify another picture whose name has the same vowel sound.	P.A.
1.055	Given a list of words and a set of configuration forms, the student will match the word with the proper form.	V.S.
1.056	Given three pictures of objects beginning with a short vowel, the student will orally identify the objects depicted and the vowels with which each begins.	P.A.
1.057	Given a picture, the student will identify another picture of an object, the name of which rhymes with it.	A.S.
1.058	Given an oral word and one of its consonant sounds, the student will be able to orally identify the position of that consonant sound within the word.	P.A.
1.059	Given a word, the student will be able to pick the identical word from a list of four words.	V.S.
1.060	Given several pictures leading to a conclusion and a final picture which reveals the outcome, the student will be able to orally state why the conclusion is logically correct.	C.C.
1.061	Given a long vowel orally and a written list of words, one of which contains the long vowel sound, the student will be able to mark the correct word.	P.A.
1.062	Given a picture and a word corresponding to the picture, the student will be able to fill in the missing initial and final consonants.	P.A.
1.063	Given a picture, the student will be able to identify its corresponding word.	C.V.
1.064	Given an oral story, the student will be able to identify it as fact or fantasy.	C.C.
1.065	Given a picture of an object having a final consonant and a list of words, the student will be able to select the word which ends with the same consonant.	P.A.
1.066	Given one of the following preprimer level words orally, the student will be able to recognize it at sight: see go play and me look at can run here	V.S.
1.067	Given one syllable words having a vowel in the medial position, the student will pronounce these words.	P.A.
1.068	Given a familiar word, the student will be able to make a new word by substituting a different initial consonant.	P.A.
1.069	Given one of the following primer level words orally, the student will be able to recognize it on sight: you help come is not work with are jump the	V.S.
1.070	Given a picture with a list of simple sentences, the student will be able to select the sentence which best describes the illustration.	C.I.
1.071	Given a short sentence, the student will be able to identify the letter representing the short vowel sound appearing in an underlined word.	P.A.
1.072	The student will be able to orally identify twelve colors and underline the corresponding color words on a printed list (red, orange, yellow, blue, green, purple, brown, black, tan, white, pink, gray).	C.L.

Number	Pupil performance objectives	Skill area
1.073	Given in context, the student will be able to identify a compound word (into, upon).	S.A.
1.074	Given a list of words with the same initial consonant the student will be able to use the context to identify which one is the missing word in a sentence.	C.
2.075	Given an oral consonant sound, the student will be able to identify the letter which the sound represents.	P.A.
2.076	Given a word orally and a list of blends, the student will be able to identify which blend is contained in the word.	P.A.
2.077	Given a picture, or a story heard or read, the student will orally state what might happen next or what might have happened before.	C.I.
2.078	When given orally a group of words beginning with the same blend, the student will be able to supply another word having the same initial blend.	P.A.
2.079	Given an oral word containing a consonant in the initial, medial, or final position, the student will be able to identify the position of a specified consonant.	P.A.
2.080	As a word which contains a short vowel sound is dictated, the student will be able to identify the letter which represents the vowel sound heard.	P.A.
2.081	Given a group of sentences, the student will be able to identify which one could be true.	C.L.
2.082	Given a selection to read, the student will be able to identify it as fact or fantasy.	C.C.
2.083	Given an oral word, the student will identify orally the medial consonant in the word.	P.A.
2.084	Given a one syllable word with a missing vowel letter in the medial position, the student will be able to fill in the missing letter as the word is dictated.	P.A.
2.085	Given an oral story, the student will be able to "retell" the story in his own words in the proper sequence.	C.L.
2.086	Given a sentence with a key word missing, the student will be able to supply the missing word by using the context of the sentence.	C.
2.087	Given a one syllable word having a vowel digraph in the medial position, the student will be able to pronounce it.	P.A.
2.088	Given a word with a missing medial consonant, the student will be able to identify the missing consonant.	P.A.
2.089	Given a singular noun whose plural is formed by adding *s* or *es*, the student will be able to add the correct ending to form its plural.	S.A.
2.090	Given an oral word which either begins or ends with a consonant digraph, the student will be able to write the digraph he hears.	P.A.
2.091	When given a group of words having a single long vowel the student will be able to orally name an additional word with that vowel sound.	P.A.
2.092	Given pairs of words, the student will be able to identify the pair whose meanings are the same or nearly the same.	C.V.
2.093	Given pairs of words, the student will be able to identify the pair whose meanings are opposite.	C.V.
2.094	Given a one syllable word ending in a vowel digraph, the student will be able to pronounce it.	P.A.
2.095	Given a familiar word in which a beginning or ending has been added to the root, the student will be able to identify the root word.	S.A.
2.096	Given an oral word, the student will be able to identify the letters representing the vowel digraph or diphthong he hears.	P.A.
2.097	Given a story to read, the student will be able to identify its main idea.	C.L.
2.098	Given two lists of words, the first list containing one syllable words with short medial vowels and the second containing the same words with a final *e* added, the student will be able to pronounce the pairs of words.	P.A.
2.099	Given a list of words, the student will be able to combine two of the words to form a compound word.	S.A.

Number	Pupil performance objectives	Skill area
2.100	Given a sentence containing a simple contraction with the apostrophe omitted, the student will be able to place an apostrophe where it is needed.	S.A.
2.101	When given short sentences, the student will be able to skim to find answers.	C.L.
2.102	Given a book, the student will be able to locate the table of contents.	R.S.
2.103	Given a story orally, the student will be able to identify the cause which affected an event in the story.	C.C.
2.104	Given a word orally, the student will be able to identify its beginning consonant blend.	P.A.
2.105	Given a list of words containing the letters "c" or "g", the learner will identify the hard and soft sound of each by pronouncing the word correctly.	P.A.
3.106	Given a word with a beginning blend of three letters, the student will be able to identify the blend.	P.A.
3.107	Given a phonogram, the student will be able to make a new word by adding an initial consonant blend or digraph.	P.A.
3.108	Given a word orally, the student will be able to identify the long vowel sound.	P.A.
3.109	Given a passage containing a specific mood and/or feeling, the student will be able to identify the feeling conveyed.	C.I.
3.110	Given word pairs, the student will be able to identify the rhyming pair.	P.A.
3.111	Given a diphthong sound orally, the student will be able to identify the letters representing the diphthong.	P.A.
3.112	Given a two syllable word, the student will be able to identify the syllables by drawing a line between the syllables.	S.A.
3.113	Given a paragraph to read, the student will be able to identify the main idea.	C.L.
3.114	Given a rhyming couplet with an incomplete last line and a group of words, the student will be able to select the word which best completes the rhyme.	P.A.
3.115	Given a short story to read, the student will be able to identify the part which answers the questions of who, what, where, or when.	C.L.
3.116	Given an affixed word, the student will be able to identify the suffix.	S.A.
3.117	Given a short story to read, the student will be able to identify the correct title from a group of possible titles.	C.L.
3.118	Given a story and a set of sentences, the student will be able to select the sentence most accurately describing the events of the story.	C.L.
3.119	Given a story to read, the student will be able to place the events of the story in sequence.	C.L.
3.120	Given a word, the student will identify its synonym from a series of words.	C.V.
3.121	Given a contraction, the student will be able to identify the letter or letters omitted.	S.A.
3.122	Given a facsimile of an index, the student will be able to locate a specific reference.	R.S.
3.123	Given an oral story, the student will be able to select from a list the best generalization or conclusion.	C.I.
3.124	Given a simple sentence, the student will identify with diacritical markings, the *long* or *short* vowel appearing in an underlined word.	P.A.
3.125	Given a short story, the student will be able to discriminate between a fact and the author's opinion.	C.C.
3.126	Given a list of words, the pupil will identify the one which is a compound word.	S.A.
3.127	Given a word written in both the singular and plural form and an incomplete sentence, the student will be able to insert the proper form of the word in the sentence.	S.A.
3.128	Given a compound word, the students will be able to identify the components of the compound word by drawing a slanted line between the components.	S.A.
3.129	Given a facsimile of a dictionary page, the student will be able to identify the guide words.	R.S.

Number	Pupil performance objectives	Skill area
3.130	Given the singular form of a word, the student will be able to convert it into the plural form.	S.A.
3.131	Given word pairs, the student will be able to identify the homonyn pair.	C.V.
3.132	Given a three syllable word, the student will be able to divide it into syllables.	S.A.
3.133	Given a book, the student will be able to locate the table of contents, title page, and author.	R.S.
3.134	Given a table of contents, the student will be able to point out and read a specified title and page number.	R.S.
3.135	Given a list of one, two, or three syllable words with different beginning letters, the student will be able to place the list in alphabetical order.	R.S.
3.136	Given a facsimile of a table of contents, the student will be able to identify which story is on a given page, whether or not it is specifically listed therein or merely inferred.	R.S.
3.137	Given a paragraph with an underlined unfamiliar word, the student will be able to read the paragraph and from its context be able to identify the definition of the word.	C.
4.138	Given a list of three statements, the student will be able to select the one which most closely describes the main idea of a given paragraph.	C.L.
4.139	Given a selection, the student will be able to identify a specific fact contained in the selection.	C.L.
4.140	The student will be able to indicate whether the Index or Table of Contents should be used to locate *general* information.	R.S.
4.141	Given a word, the student will be able to indicate the number of syllables in it by counting the vowel sounds.	S.A.
4.142	Given a word, the student will be able to identify the word which would follow it in alphabetical order.	R.S.
4.143	Given a word, the student will be able to identify the vowel heard as long, short, or r-controlled.	P.A.
4.144	Given a singular noun ending in "y," the student will be able to produce its plural orally.	S.A.
4.145	Given a word containing a prefix and a suffix, the student will be able to identify the root word.	S.A.
4.146	Given a story whose conclusion is omitted, the student will be able to orally complete the story.	C.I.
4.147	Given a facsimile of a title page, the student will be able to locate the title page and answer questions on the information it provides.	R.S.
4.148	Given a sentence with a missing key word, the student will be able to supply the omitted word by using the context of the sentence.	C.
4.149	Given a paragraph describing a character in a particular situation, the student will be able to identify the emotion experienced by that character.	C.I.
4.150	Given a random list of words in which the first and second letters are the same, the student will be able to arrange the words in alphabetical order.	R.S.
4.151	Given a base or root word, the student will be able to select prefixes and suffixes from a list to make a new word.	S.A.
4.152	Given a list of words containing some words with related meanings, the student will be able to identify the two words which are synonyms.	C.V.
4.153	Given a word pair, the student will be able to write the contraction for it.	S.A.
4.154	Given a contraction, the student will be able to write the words used to form the contraction.	S.A.
4.155	Given a list of words and a dictionary, the student will be able to identify the dictionary guide words for each word.	R.S.
4.156	Given a two syllable word, the student will be able to divide the word into syllables.	S.A.
4.157	Given a two syllable word, the student will be able to place an accent mark on the accented syllable.	S.A.
4.158	Given a list of words containing some words with opposite meanings, the student will be able to identify the two words which are antonyms.	C.V.

Number	Pupil performance objectives	Skill area
4.159	Given a sentence, the student will be able to identify whether it describes past time or present time.	C.I.
4.160	Given two lists, one of prefixes and the other of root words, the student will be able to combine the prefix with the appropriate root word.	S.A.
5.161	Given a selection to read silently, the student will be able to answer a specific question on its content.	C.I.
5.162	Given a phrase with an underlined word the student will be able to identify the word which has the same meaning as the underlined word.	S.A.
5.163	Given several headings and a group of items, the student will be able to classify them according to the categorical headings.	C.I.
5.164	Given a textbook, the student will be able to locate a specified piece of information listed within its table of contents.	R.S.
5.165	The student will be able to recall details from a selection read.	C.I.
5.166	Given a reading selection and a list of events relating to its content, the student will be able to place these events in proper sequence.	C.L.
5.167	Given a compound word and a set of definitions, the student will be able to identify its definition.	S.A.
5.168	Given a sentence with an underlined unfamiliar word, the student will be able to determine its meaning from context.	S.A.
5.169	Given a list of scrambled chronological events, the student will be able to arrange them in sequential order.	C.L.
5.170	Given a book, the student will be able to locate the title page, publisher, and copyright date.	R.S.
5.171	Given a selection in which only facts are presented, the student will be able to identify a conclusion which may be inferred from the material.	C.I.
5.172	Given an exaggerated narrative such as a tall tale, the student will be able to identify an example of exaggeration.	C.C.
5.173	Given a sentence containing an unfamiliar word and a list of words, the student will be able to use the context of the sentence to identify the word on the list which has the same meaning.	C.
5.174	Given a selection, the student will be able to compare the feelings and attitudes of the main characters.	C.I.
5.175	Given a word in a sentence, the student will be able to identify its antonym.	C.V.
5.176	Given a story, the student will be able to identify the author's purpose.	C.I.
5.177	Given a sentence with an underlined multimeaning word, the student will be able to use the context of the sentence to identify the correct meaning of the word.	S.A.
5.178	Given a selection to read, the student will be able to perceive size, space, or time relationships by answering a set of questions.	C.I.
5.179	Given a list of *general* and *specific* statements relating to a given topic, the student will be able to orally distinguish between general and specific.	C.I.
5.180	Given a selection of cause and effect relationships, the student will be able to match each cause statement with its corresponding effect statement.	C.I.
5.181	Given a statement, the student will be able to classify it as fact or opinion.	C.I.
5.182	Given a topic, the student will be able to identify which one of these is the best source of information about the topic: a dictionary an atlas, an encyclopedia, a telephone directory, a magazine, or a catalogue.	R.S.
5.183	After reading a selection, the student will be able to choose a general statement about the selection from a list containing both general and specific statements.	C.I.
5.184	Given two story selections, the student will be able to compare and contrast a main character of one story with a main character of the other.	C.I.

Number	Pupil performance objectives	Skill area
5.185	Given a reading passage, the student will be able to identify a conclusion drawn from it.	C.I.
5.186	Given a multisyllable word, the student will be able to divide the word into syllables.	S.A.
5.187	Given a multisyllable word, the student will be able to identify the accented syllable.	S.A.
5.188	Given a plural noun the student will be able to write its singular form.	S.A.
5.189	Given a telephone directory, the student will be able to locate specific information within it.	R.S.
5.190	Given a word containing the schwa sound, the student will be able to identify which vowel in the word has that sound.	P.A.
5.191	Given a reading selection, the student will be able to *skim* read in order to locate information quickly.	C.L.
5.192	Given a reading selection, the student will be able to skim the material within a time limit, and answer questions based on the selection.	C.L.
5.193	Given an abbreviation, the student will write the word indicated by the abbreviation.	P.A.
6.194	The student will be able to read facts and answer questions about the similarities or differences of the things described by the facts.	C.I.
6.195	The student will be able to read a story or paragraph and summarize it by stating the main idea and two supporting facts.	C.L.
6.196	The student will be able to read and interpret facts from a map.	C.I.
6.197	The student will be able to read and interpret facts from a chart.	C.I.
6.198	Given a word and its definition, the student will be able to write a sentence using the word.	R.S.
6.199	Given a paragraph, the student will identify two events or two statements which are inconsistent.	C.C.
6.200	Given a list of words, the student will be able to identify the two that are synonyms.	C.I.
6.201	Given a reading selection with the conclusion missing, the student will be able to write a conclusion.	C.I.
6.202	Given a word, the student will be able to supply a homonym for it.	C.V.
6.203	Given a library catalog card (author, title, subject) the student will be able to identify and use this type of card.	R.S.
6.204	The student will be able to find wanted reference materials by using cross references on library catalogue cards.	R.S.
6.205	The student will be able to use the diacritical marks and accents in the dictionary to pronounce an unknown word.	R.S.
6.206	The student will be able to read an article, extract facts, and use these facts in completing a simple outline.	C.I.
6.207	Given a sentence missing one word, and two words written in phonetic spelling, the student will be able to identify the correct word.	R.S.
6.208	Given a facsimile of an article from a newspaper, the student will be able to identify it as an editorial or a news story.	C.L.
6.209	Given a facsimile of a dictionary page and several sentences containing the same multimeaning word in different contexts, the student will be able to identify which meaning of the word is used in each sentence.	C.
6.210	Given a sentence with an underlined word, the student will be able to identify its synonym.	C.V.
6.211	Given a passage missing its conclusion, the student will be able to orally state a logical outcome and list the reasons for his conclusions.	C.I.
6.212	Given a selection to read, the student will be able to choose the best statement of cause and effect from a list supplied.	C.C.
6.213	Given a short story, the student will be able to identify a cause and effect relationship by answering specific questions.	C.I.
6.214	Given a list of words and definitions, the student will be able to identify the best definition for the word.	R.S.

Number	Pupil performance objectives	Skill area
6.215	The student will be able to use a footnote to obtain information or answer specific questions.	R.S.
6.216	Given a reading selection of factual material, the student will be able to identify its key words which may be used to locate additional information in an encyclopedia.	R.S.
6.217	Given a word to which a prefix has been added, the student will be able to write a sentence using it.	S.A.
6.218	Given a set of encyclopedias and a list of topics, the student will be able to locate each topic in the encyclopedia by using its alphabetical listing or volume number on the cover.	R.S.
6.219	Given word pairs some of which contain both synonyms and antonyms, the student will be able to identify a pair of synonyms.	C.V.
6.220	Given a selection, the student will be able to identify it as a: biography, autobiography, fairytale, myth, or tall tale.	C.C.

Appendix C–1

COPY OF LETTER TO PARENTS CONCERNING THE 1973 PARENTS' WORKSHOPS

September 17, 1973

* * * * * * * *

DEAR PARENTS,

September 24, 1973 will commence a series of workshops designed for parents who are participating in the Compensatory Education (ESEA Title I) Project, Experimental Schools Project and Project Follow Through in the Berkeley Unified School District.

The workshops will run for four consecutive days beginning *September 24, 1973* through *September 27, 1973* from *9:00 a.m. through 12:00 p.m.* at *Hi's Lordships*, 199 Seawall Drive, Berkeley, California.

The goals of the workshops will be to provide parents with more knowledge of the total program, to develop leadership among participating parents and to help parents acquire knowledge in Compensatory Education, budget development, available services, Board of Education and reading programs.

To enable you to attend, each parent will receive a stipend of thirty dollars ($30.00) *total* for the four days and luncheon at no cost to you. To receive the stipend it is *essential* that this office have your *Social Security number.*

You may leave your Social Security number and receive any additional information by calling *Gene Scott* or *Bette Wilson* at 644-6140.

We are looking forward to your acceptance and participation.

Sincerely,
Bette Wilson
Gene Scott

Appendix D–1

AGENDA FOR 1973 PARENTS' WORKSHOPS

Monday, September 24, 1973
8:30–9:00 a.m.—Coffee and Registration
9:00–10:00 —General Session: Why Get Involved
Speaker: George Perry, Coordinator of Compensatory Education
History and Goals of Title I
Speaker: Gwen DeBow, Assistant Director, B.A.L.C.
10:00–10:30 —Break
10:30–11:45 —Guidelines (break into two groups)
Guidelines for ESEA, S.B. 90, and S.B. 1302
Speaker: John Stradford, Evaluator for ESEA
Guidelines for Follow Through and E.S.P.
Speaker:
11:45–12:00 —Evaluation of morning sessions
12:00 —Lunch

Tuesday, September 25, 1973
8:30–9:00 a.m.—Coffee
9:00–9:45 —General Session: The Role of the Board of Education
Speakers: Board members Mary Jane Johnson and Gene Roh
9:45–10:00 —Break
10:00–10:30 —Testing and Evaluation
Speakers: John Stradford and Dr. Ramona Maples
10:30–11:30 —Individualization of Instruction
Speaker: Dr. Robert Shore, Consultant
11:30–12:00 —Evaluation of morning sessions
12:00 —Lunch

Wednesday, September 26, 1973
8:30–9:00 a.m.—Coffee
9:00–9:45 —Budget Development
Speaker: William Thomas, Business Manager, Berkeley Schools
10:00–11:00 —Discussion of Plans for Compensatory Education
Speakers: Principals of Title I Schools
11:00–11:45 —PIRAMID Reading Program
Speaker: Jeanne Lewis, Reading Consultant
11:45–12:00 —Evaluation of morning sessions
12:00 —Lunch
Speaker: Jane Vinson, State Department of Education
"The Now of Compensatory Education"

Thursday, September 27, 1973
8:30–9:00 a.m.—Coffee
9:00–10:00 —The Role of This Group
Speakers: Ed Bispo, State Department of Education, and Larry Wells, Berkeley's Assistant Superintendent for Instruction
10:00–10:15 —Break
10:15–11:00 —Available Services
Speakers: Charles Robert and Mike Tolbert of the Berkeley Department of Social Planning
11:00–11:45 —Parental Responsibilities
Speakers: Robert Bowers, Director of Counseling in Richmond, Calif., and Mrs. Bobbie Bowers, Dean of Women at Harry Ellis H.S. in Richmond
11:45–12:00 —Evaluation of workshop
12:00 —Lunch
Speakers: Mayor Warren Widen and Vice Mayor Wilmont Sweeney

CHAPTER 2.

Hillsborough County, Fla.

The Desegregation Effort

Description of School District

All Florida school districts are countywide. The Hillsborough County school district encompasses an area in excess of 1,000 square miles, including the city of Tampa, and has a population of approximately 500,000 persons. The county's major industries are manufacturing, shipping, tourism, mining, and its varied agriculture. The county itself, and Tampa in particular, is cosmopolitan, with large concentrations of minorities—black, Mexican, Cuban, Puerto Rican, Italian, and Portuguese.

In 1972-73, the Hillsborough County school district had 132 public schools and 4 residential institutions for neglected or delinquent children. There were also 31 private schools in the county. These schools enrolled a total of 122,943 children in grades 1 through 12. More than 24,000 of these children came from low-income families. The school district is the 4th largest in Florida and the 28th largest in the entire country.

The organizational makeup of the Hillsborough County school district is depicted in figure 2.

History of the Desegregation Effort

The move to complete integration of the Hillsborough County school district took more than 17 years after the U.S. Supreme Court ordered desegregation in 1954. For 13 years, in legal battles requiring 62 pounds of paper (a stack over 2 feet high) to record, school administrators fought desegregation.

The original suit for desegregating the Hillsborough County schools was filed in December 1958 on behalf of Andrew L. Manning, a black student who did not want to attend his neighborhood school. Manning's lawyers, from the National Association for the Advancement of Colored People (NAACP), were Thurgood Marshall, now a Supreme Court Justice, and Constance Baker Motley, a Federal district judge in New York. But Manning himself went on to college without ever attending an integrated school.

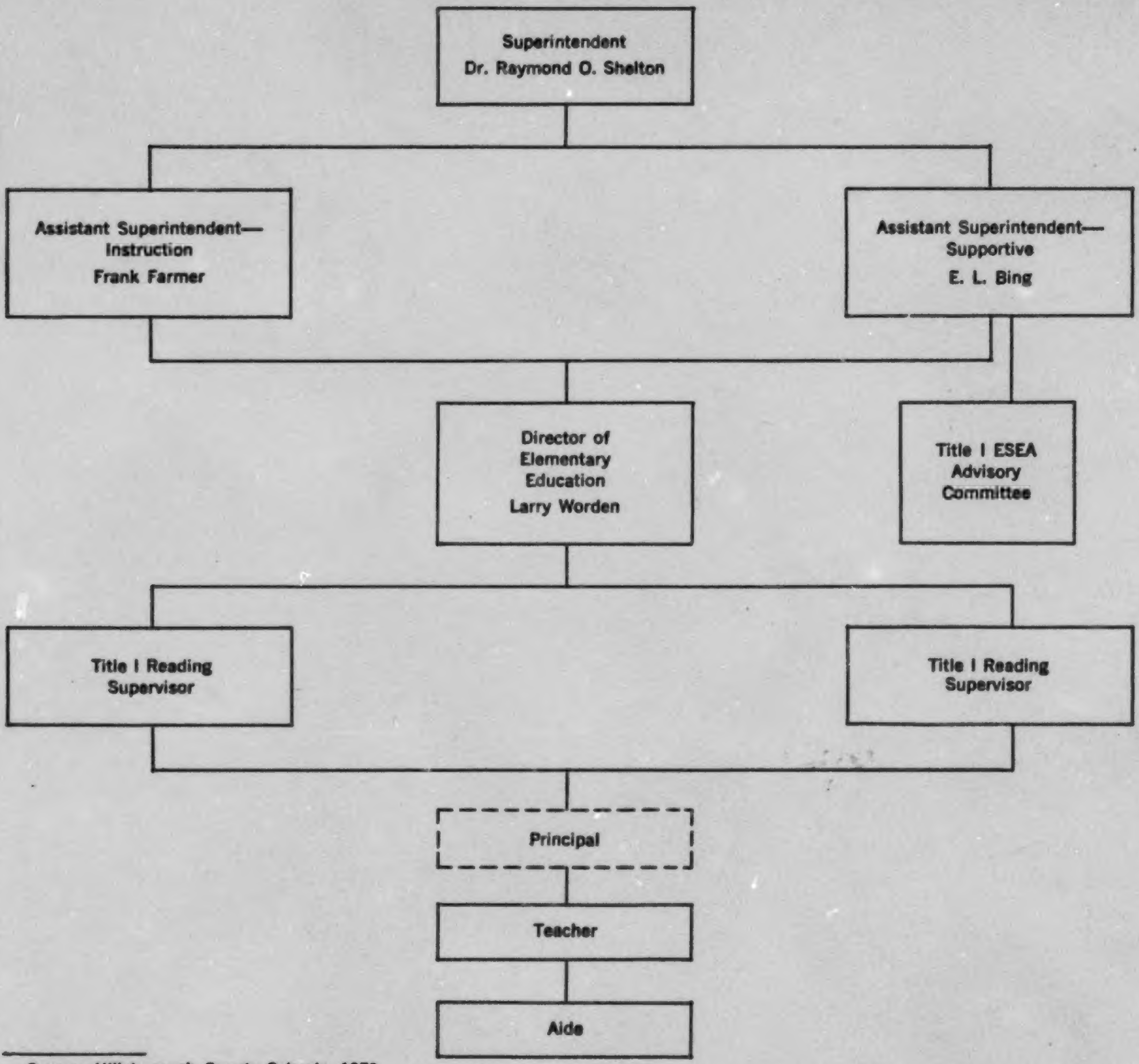
Federal courts ordered Hillsborough County school officials to comply with the 1954 U.S. Supreme Court decision in *Brown v. The Topeka Board of Education* which overthrew the "separate but equal" doctrine in school facilities for blacks and whites. The county kept appealing the Federal courts' rulings.

In 1963, the court approved a school board plan to desegregate the schools one grade at a time over a 12-year period. However, in 1967 a new judge ordered the school board to drop the 12-year plan and come up with a plan for integration in the 1967-68 school year. That plan amounted to freedom of choice and, in December 1968, the NAACP lawyers were back in court arguing that freedom of choice had resulted in little integration. The judge agreed and ordered the school board to come up with a new desegregation plan. After rejecting two board proposals, the judge approved a plan calling for pairing of schools. The NAACP appealed the plan, and the Court of Appeals of the State of Florida agreed it was too limited. This was in October 1969.

In July 1970, the county court approved a rezoning and pairing plan, only to learn a few months later that integration achieved under the plan was minimal. Then, in April 1971, the U.S. Supreme Court, in *Swann v. Charlotte-Mecklenberg Board of Education*, gave four rulings applicable to the court case in Hillsborough County. These were:

1. The antibusing provision of the 1964 Civil Rights Act did not preclude the use of busing as a tool in school integration.
2. There should be no one-race schools.
3. Attendance zones can be altered by pairing, clustering, grouping, or gerrymandering to obtain a unitary school system.
4. Quotas may be used in designing a desegregation plan.

FIGURE 2.—*Organizational Structure of the Hillsborough County School System (as it pertains to title I ESEA), 1972–73*


Superintendent
Dr. Raymond O. Shelton
Assistant Superintendent—Instruction
Frank Farmer
Assistant Superintendent—Supportive
E. L. Bing
Director of Elementary Education
Larry Worden
Title I ESEA Advisory Committee
Title I Reading Supervisor
Title I Reading Supervisor
Principal
Teacher
Aide

Source: Hillsborough County Schools, 1973

Based on these rulings, on May 11, 1971, Judge Ben Krentzman ordered the school board to come up with a complete systemwide desegregation plan within a month. The plan was to strive for a black-white ratio of 14-86 in senior high schools, 20-80 in junior high schools, and 21-79 in elementary schools. Thus, after 17 years, the Hillsborough County school district had less than a month to come up with an acceptable, systemwide desegregation plan.

Developing the Desegregation Plan

Responsibility for developing the 1971 desegregation plan fell to E. L. Bing, then director of special projects in Hillsborough County and later assistant superintendent for supportive services. Bing, a black man, had been a former principal in a county school. He knew many of the parents and community members involved in school affairs and decided the people, not just school administrators, had to develop the plan.

Bing established two committees. The first, composed of 15 school officials and 5 laymen. studied every option which would fit the court's order. They studied other desegregation plans in Florida and other parts of the country, sought advice from the Desegregation Consulting Center at the University of Miami, and talked with representatives of the Florida Department of Education, the Florida Education Association, and the U.S. Office of Education. Bing asked the committee to suggest plans which were educationally sound, financially feasible, fair to all segments of the population, and likely to cause as little disruption as possible.

At the elementary level, the committee considered the following options:

1. Random student selection of students in grades 1-6. Most students would attend two schools in the elementary grades.
2. Assigning students alphabetically to schools in grades 1-6. Again, most children would attend two schools in grades 1-6.
3. Separating grades 1-5 and establishing several 6th grade schools.
4. Cluster schools so each school has a varied combination of grade levels. Students might attend three elementary schools.
5. Cluster schools so each school includes only one grade. All students would attend six schools in grades 1-6.
6. Close some schools, especially those which were all black, and send students to other schools.

Bing also appointed a 156-member citizens' committee which was divided into three subcommittees. (See appendix A-2, page 50.)

The citizens' committee had 11 objectives in choosing a desegregation plan. These were:

1. Comply with the current court order to desegregate the Hillsborough County school system.
2. Cause as little disruption as possible in the instructional program and to students and parents.
3. Maintain continuity in the instructional program.
4. Keep families from being separated as much as possible.
5. Bus as few students as possible.
6. Maintain the neighborhood school concept as much as possible.
7. Keep the transferring of schools at a minimum during the elementary school years.
8. Minimize "white flight."
9. Choose a plan which will insure permanent desegregation.
10. Utilize as many of the present school sites as possible.
11. Minimize recordkeeping.

The Hillsborough County Desegregation Plan

The plan the citizens' committee eventually chose, just 3 weeks after Judge Krentzman's order, was a combination of pairing, clustering, and "satelliting" schools. It called for the use of 315 buses to bus some 53,000 students a total of 32,000 miles daily.

Bing felt the citizens' committee went beyond court requirements in the plan it adopted. "Under the guidelines set by the court, we probably could have gotten by with reducing each predominantly black school to 49 percent," he said. "But that would have left many nearly all-white schools in the county. And when that happens you are going to have white flight." Instead, the committee recommended that each school in the county have approximately the same racial balance, 80 percent white, 20 percent black. In Florida, with its countywide school systems, there are no suburban public school districts for whites to flee to if an entire school system desegregates. And the private schools in Hillsborough County withstood public pressure to expand their facilities and increase their enrollments.

At the elementary level, the district's public schools were divided into 17 clusters, each composed of 1 former all-black school and 2 to 5 schools which had been predominantly white. The all-black school became the sixth-grade center. The board used satellite zoning to divide students in grades one to five. One school was closed because of its poor physical facilities.

Several desegregation techniques, including pairing, clustering, and satellite zoning, were used to achieve integration at the junior high school level. The plan called for eight clusters, each with one seventh-grade school and one or more schools for the eighth and ninth grades. One junior high retained seventh through ninth grades, although its attendance boundaries were slightly altered to attain the racial mix called for in the plan of 80 percent white and 20 percent black.

The senior high school plan was more complicated. Two formerly black high schools became junior highs. The school board redrew high school attendance areas, with 7 high schools being given satellite zones to achieve an 85–15 percent white-black ratio. High school seniors had the option of graduating from the school they attended in their sophomore and junior years unless that facility was no longer a high school.

The integration plan required massive busing. In addition to the 180 buses it already had, the school district had to borrow $1 million to buy another 125 buses. These buses and the 362 drivers, under the supervision of a transportation director, traveled 33,000 miles daily. The average bus ride took 25 to 30 minutes, the longest about an hour and a quarter.

Although some 55,000 to 57,000 children were bused to school each day, Bing pointed out that about 40,000 would have been bused with or without desegregation. However, the brunt of busing falls to black students who must ride buses to school for 10 and possibly 11 years, compared to 2 years for most white students. The reason for the discrepancy is financial; since blacks make up less than 25 percent of Hillsborough County's student population, it is cheaper to bus 80 percent of the black students than to bus 80 percent of the whites.

Faculty Desegregation

Faculty desegregation occurred in Hillsborough County before student desegregation. Many teachers feel this was a factor in making school integration a success; Bing does not think faculty desegregation need precede student integration. At any rate, in the middle and late 1960's several public schools in the county integrated their staffs voluntarily. For instance, Bing, a principal at a predominantly black school in 1965–66, hired one white teacher for every four blacks.

In 1969, under court order to desegregate faculties so they did not indicate the race of students at any school, the school board established a 50–50 black-white ratio for staffs in predominantly black schools and a 10–90 ratio in white schools. The higher ratio in predominantly black schools was an effort to give white teachers a chance to understand black students and their learning styles. By 1970–71 all faculties had an 82–18 white-black ratio.

The teachers received sensitivity training during the summer and throughout the school year to prepare them for integration.

Supplementing the Desegregation Plan

Under the Emergency School Assistance Program (ESAP), the U.S. Department of Health, Education, and Welfare awarded a $2.25 million grant to Hillsborough County to help make the desegregation plan work more smoothly. The money supported several projects, including:

1. A human relations staff. A staff of 80 worked with students, teachers, and community groups to facilitate integration. They planned inservice activities, organized advisory councils, and developed materials explaining different cultural and racial backgrounds.
2. A rumor control center. The center answered queries from students, teachers, parents, and other community members about the desegregation plan. The center was a repository for information, identifying school attendance areas, bus stops, bus schedules, etc., upon request.
3. Assist inservice training of teachers.

The human relations staff now works out of the county's central school administration office, with a director and six field staff specialists. Each high school and junior high school has a school community specialist and a school community aide assigned to it; one member of the team must be black, the other white.

The rumor control center is now financed with local funds.

The implementation of the desegregation plan involved the reassignment of about 800 teachers. There was need for curriculum revision, training in individualized instruction, expanded human relations skills, and a strengthening of basic teaching skills. Using ESAP funds to hire substitute teachers, the school district had 4,500 teacher days of training for staff members.

The objectives and specific activities involved in the ESAP are listed in appendix B-2 on page 52.

The Title I Program

Before Desegregation

Before the Hillsborough County schools desegregated at the start of the 1971–72 school year, the title I ESEA program was concentrated in 32 target area schools. The program included several components, among them Follow Through, Student Progress Under Right Teaching (SPURT), mobile TV, and remedial reading.

Follow Through operates in three public schools within the county. Title I provided support for the total Follow Through program.

SPURT was an effort to bring underachieving seventh-grade students, whose teachers and principals believed they could do better, up to grade level with better motivation and teaching. The program emphasized the development of study, communication, and research skills, as well as the improvement of reading.

The mobile TV project involved a resource teacher, an electronic technician, and a cameraman. The video taped title I activities gave teachers and pupils an opportunity to see themselves in action, to provide materials for inservice training, and to acquaint parents and other community members with the program. The TV unit also brought outside programs to the title I classroom.

The Hillsborough County's title I program, in terms of both money and personnel, focused on reading. The reading program underwent numerous changes in the years preceding integration. It began primarily as an inservice training program with a reading specialist working with teachers to identify children in need of help, develop supplementary reading materials, and conduct better reading classes. Later each title I school had two reading teachers who worked with children, concentrating on remedial instruction. In 1970-71, each title I school had a learning specialist who worked with the entire curriculum, and a reading specialist who devoted most of her time to remedial work with third and fourth graders.

After Desegregation

As E. L. Bing was supervising the development of Hillsborough County's desegregation plan in the spring and summer of 1971, he realized that its success would require some changes in the title I program. Title I requires that target areas—school attendance areas eligible to receive title I services—be selected according to the percentage or number of poor children in each area. Under the proposed desegregation plan, all school attendance areas would have approximately the same percentage of disadvantaged children. Therefore, all the county's public schools became target areas. It would be impossible to select 32 of the county's 132 public schools as title I areas again. Although about 22,000 children are eligible for title I services, only 7,000 receive them.

The two most important considerations were (1) the greatest needs of educationally deprived children in a desegregated setting, and (2) how could title I services best be delivered. The ESEA Title I Advisory Committee, composed of parents, school officials, and representatives of public and private schools receiving title I funds worked with administrative school personnel and agreed the top priority should be first graders from low-income families being bused to suburbia.

To meet this need, the school district developed the Primary Reading Readiness Program (see pages 43-47), a preventive rather than remedial reading program. The program was designed to decrease (1) the large number of first graders with inadequate or limited learning readiness skills; (2) the large number of first graders with inadequate or poorly developed reading readiness skills; (3) the progressive decline of a large number of primary grade students in academic achievement; and (4) the large reading gap between academically deprived and academically advantaged children at the primary level.

Hillsborough County's title I program

retained the SPURT, mobile TV, and Follow Through support projects following desegregation. It also began several new projects as a result of desegregation. Each of the county's 17 sixth-grade centers had a title I learning specialist to help teachers develop individualized instructional programs and materials and design new teaching methods. The learning specialist also diagnosed the learning problems of title I students and, with the classroom teacher, planned an individualized program to meet the student's needs.

The school board also started an Intensive Tutorial Program, funded under title I, at 74 elementary schools, 5 junior highs, and 6 parochial schools. Two tutorial specialists supervise 1,200 to 1,500 volunteers each year who provide one-to-one instruction for title I students in need of extra help. Most of the tutors are from nearby colleges and universities.

Title I Budget

Hillsborough County's budget for its 1972-73 title I program totaled $2,058,578. Of that amount, $1,760,955.75 was spent on salaries ($77,616.90 for administrative staff members and $1,683,338.85 for instructional staff).

Other expenses included: $17,800, administration; $85,922.78, instruction; $2,000, plant operation; $669, maintenance; and $191,230.47, fixed charges.

The Primary Reading Readiness Program

Although Hillsborough County's title I program includes a number of projects, the Primary Reading Readiness Program is the largest. Eighty-four professional staff members (including 2 supervisors, 75 reading teachers, 2 psychologists, 2 psychometrists, 1 evaluation research psychologist, 1 resource teacher, and 1 media coordinator) and 80 nonprofessionals (including 75 instructional aides, 4 clerk typists, and 1 secretary) provide services to some 3,750 students at 74 public grade schools. A separate component of the program employs 5 reading teachers and 1 learning specialist to serve 240 children attending 6 parochial schools.

The primary goal of the Reading Readiness Program is to insure that after 1 year of school all students in Primary I will possess or desire to achieve the beginning skills necessary to read to the best of their abilities.

Involving Parents and Community

The citizens' committee which drew up Hillsborough County's desegregation plan was never formally dismissed. The 156 committee members receive information about school programs and problems and are available for consultation; the full committee could be called back into session at any time.

Hillsborough County also has a 37-member ESEA Advisory Committee, composed of parents, reading readiness specialists, school administrators, and lay citizens. (See appendix C-2 on p. 56.) The committee meets periodically to plan, discuss, and evaluate the county's title I program. The committee, in consultation with school administrators and representatives of the U.S. Office of Education, established the priorities for a revised title I program to accompany the new desegregation plan. At a meeting shortly before the start of the 1972–73 school year, the committee recommended that the Primary Reading Readiness Program be continued but emphasized the need for assuring the continuity of reading readiness from preschool, especially Head Start, through Primary I.

The Primary Reading Readiness Program also calls for the involvement of parents and other community members in other ways. Staff members keep a file on the parents of participating students, noting their hours of employment to facilitate the planning of meetings and conferences. Parent volunteers are trained to assist classroom teachers during reading time. And there are special training sessions for parents to explain the program, introduce new teaching materials, and encourage parents to work with their children.

Establishing Specific Objectives

The objectives for the Primary Reading Readiness Program in 1972–73 were:

1. Seventy-five percent of the students in the program will rejoin their peers in the regular classroom reading program during the course of the school year. In the first year of the program, only 20 percent of the participating students were assimilated back into the reading program. Evaluation indicated these students did average or better than average work in reading when compared with their peers. The reading specialist worked with the classroom teacher to plan individualized programs for these students.
2. All Primary I students will be retested, using the Metropolitan Readiness Test (MRT), in December. Those with a stanine of 4 or better will be phased back into the regular program as soon as possible.
3. Seventy-five percent of Primary I students who score a stanine of 4 or better on the MRT in December will achieve an average month for month gain in achievement commensurate with months of instruction when they take the Metropolitan Achievement Test (MAT) in May.
4. Seventy-five percent of Primary I students who score a stanine of 1 on the MRT in September will achieve a stanine

of 2 or more when the test is administered in December. Ninety percent of those who scored 2 or 3 on the September MRT will achieve a stanine of 4 or better in the December testing.

5. Ninety percent of Primary I students with test scores of stanines 1, 2, or 3 in December will achieve a stanine of 4 or more in the May testing.
6. Seventy-five percent of the second graders who were in the Primary Reading Readiness Program during first grade will achieve an average month for month gain in achievement commensurate with the number of months of reading instruction, as reflected in Level II of the MAT, to be administered in May.
7. All participating students will achieve and/or maintain a positive attitude toward school—the principal, teachers, and peers.

Selecting Participants

In the first 3 weeks of the school year, the reading specialists and their aides work with the second graders who were part of the Primary Reading Readiness Program the year before. In the meantime all 1st grade students in the county are tested, using the Metropolitan Readiness Test. Those whose scores reflect a stanine of 1, 2, or 3 become target students. The reading specialist may have a maximum case load of 50 students. If there are more than 50 target students, some are placed on a waiting list. As participating students rejoin the regular classroom reading groups, students from the waiting list join the program.

All target students are given the Test of Basic Experience (TOBE) which is used as a learning prescription. The reading specialist shares the results with the classroom teacher so they can jointly plan an individualized learning sequence for the student.

Selecting the Staff

Three positions are of special importance in the Primary Reading Readiness Program—reading supervisors, reading specialists, and aides.

The reading supervisor is a new position. Before the Primary Reading Readiness Program began, title I reading teachers were under the supervision of the principals. This sometimes caused problems, particularly when the teachers or aides were given responsibilities outside their title I duties. Now the reading supervisor acts as a liaison between the title I staff and principals as well as between the administrative staff and reading teachers.

The two reading supervisors must be certified in elementary administration, supervision, and reading, have 3 years of teaching experience, and an understanding of the reading program as part of the total elementary curriculum.

Reading supervisors must—

1. Work with classroom teachers in ESEA schools
   a. Promote understanding of child growth and development
   b. Recommend alternative procedures, techniques, and reading materials
   c. Conduct teacher inservice programs for each alternative listed above
   d. Do model teaching
   e. Recommend various reading diagnostic instruments to teachers
2. Assist elementary principals in ESEA schools
   a. Arrange demonstrations for teachers by publishers and consultants
   b. Conduct one or possibly a series of meetings with a faculty group on topics related to reading
   c. Serve as a consultant in designing individual school reading programs to meet the guidelines of the project
3. Provide leadership and guidance in professional growth for Learning Specialists and Reading Specialist
   a. Give advisory and consultant services concerning all aspects of the ESEA reading program
   b. Assist in planning the ways they may serve as consultant to their own faculties
   c. Visit schools to confer with individual reading specialists about their problems
   d. Plan inservice education meetings and workshops
   e. Encourage individual initiative in meeting the reading needs of students
4. Work closely with other supervisory staff members
   a. Plan and assist in the gathering of information for yearly ESEA evaluation.
   b. Maintain close liaison with director of special projects and director of Federal projects to keep informed on guidelines for the project
5. Coordinate total elementary ESEA reading project

   a. Coordinate the reading program in ESEA schools
   b. Represent the school system on lay committees relating to volunteers and tutors in reading
   c. Keep informed on latest developments in reading instruction through professional readings and participation in local, state, and national conferences
   d. Keep abreast of the latest research and recent trends in reading
6. Work with the evaluation psychologist in developing an appropriate evaluation design for the reading project.
7. Keep director of elementary education informed about all important instructional matters.

The 75 reading teachers in the program are all certified in elementary education. They must have experience as a classroom teacher, at the primary level within the past 3 years. The school board emphasized that the reading teachers must be able to relate well with adults as well as children and have the ability to both give and accept directions.

The duties of the reading teachers are to:

1. Be responsible for planning with the principal and learning specialist for implementation of the total language arts program as it relates to the target children.
2. Assist the language arts learning specialist and primary teachers in setting up evaluative criteria of the primary reading program as it relates to the school's language arts program.
3. Assist the school's formal and informal testing program by helping teachers interpret and use the results in relation to individual student needs on the primary level.
4. Assist Primary I teachers in screening students that need an extended and broadened readiness program after the Metropolitan Readiness Testing period.
5. Further diagnose learning problems of an identified number of students in Primary I and work directly with a select number of academically disadvantaged students on a daily, scheduled basis to provide intensive individualized instruction. (As these students progress toward an average level of classroom functioning, they will be channeled back into the classroom.)
6. Be responsible for keeping up-to-date anecdotal records of the test results, observation, materials used, and home visitation on each student.
7. Be available to individual primary teachers for consultation in implementing the language arts program that will meet the needs of those students who were previously under her instruction.
8. Be knowledgeable and up-to-date in reading materials and methodology and encourage teachers to change when necessary.
9. Demonstrate selected materials suggested for use by the classroom teacher to be used with target students.
10. Work as a member of a team which includes the principal, primary teachers, the language arts learning specialists, and the aides.
11. Supervise and give direction to the instructional aides, paraprofessionals, and tutors who work with target students.

Most of the aides in the Primary Reading Readiness Program have worked in Hillsborough County's title I program for 3 or 4 years. They must be high school graduates, dependable, and interested in the school's educational program. Their duties, among others, are to—

1. Serve as noncertified members of the reading specialist-teacher aide team, sharing in all teaching responsibilities except those reserved by law to certified teachers. (Planning a teaching sequence and evaluation are the two exceptions.)
2. Work with the reading specialist to reinforce positive learning and behavior patterns among students.
3. Supervise large and small groups of students, implementing cooperatively developed plans, under the direction of the reading specialist.
4. Assist in administering tests.
5. Work with individual students who need additional help or challenge, and with students who have been absent.
6. Assist the reading specialist in keeping up-to-date records on the progress of individual students.
7. Assist in making instructional aids and enrichment materials.
8. Assist in organizing and distributing instructional materials.

Scheduling Participants

Each teacher-aide team in the Primary Reading Readiness Program works with a maximum of 50 students, usually in groups of 8 to 12. Most children receive special instruction for an hour each day, although the time for second graders may be less because they are scheduled during recesses, lunch hours, et cetera. The second-grade participants concentrate on reenforcement activities.

The biggest scheduling problem is reassimilation into the regular classroom reading program. There are several alternatives for determining when a student is ready to rejoin his peer group, most of them largely dependent on the time of year. If a participating student shows evidence of functioning at an average reading readiness level before the Metropolitan Readiness Test (MRT) is administered each December, the reading readiness specialist and classroom teacher jointly determine whether he should rejoin the regular classroom reading groups. Students who score a stanine of 4 or better in the December MRT are, with the consent of the classroom teacher, sent back to the regular reading classes. First graders with a score below the 4 stanine can be reassimilated any time during the year on the recommendation of the reading specialist and the agreement of the classroom teacher.

The reading supervisors established definite steps which the reading specialists follow in easing the transition of students back into the regular classroom reading program:

1. The reading specialist and classroom teacher schedule a regular planning time to discuss the needs of students being phased back into the classroom.
2. The reading specialist and classroom teacher make continuous subjective evaluation of the student's progress to be sure the acquired readiness skills flow smoothly into developmental reading skills.
3. The classroom teacher may seek help from the reading specialist if, at any time, she observes that the student is not progressing as expected.
4. The reading specialist will share her materials with the classroom teacher.

In addition, the reading specialist or aide may work with returning students in their classroom reading groups until the students can work independently in their peer groups.

If a student falls behind in the regular classroom reading group, he may return to the Primary Reading Readiness Program, either as a regular participant or for special help.

Selecting Materials

In planning the Primary Reading Readiness Program, teachers and administrators agreed that the reading specialists should be allowed to select their own teaching materials, based on the basic readers being used in the schools to which they were assigned and the needs of the students. Faculties of schools in Hillsborough County have been able to select their own reading texts, although the county is now moving toward the adoption of one major basal text, with a supplemental slower paced basal and a linguistic reader for those students who have trouble using the primary text.

There are some basic reading materials in all reading readiness classrooms. These include the Peabody Language Development Kit; the Behavioral Research Laboratory's reading readiness kits; the McGraw/Hill readiness kit; a maximum of four sets of templates, a chalkboard, and desk sets; a set of the Continental Press Reading readiness materials, along with dittoes and transparencies; puzzles; games; and tape recorders and tapes. In addition, each reading specialist received a budget of about $800 the first year of the program to order other supplies; the money had to cover consummable materials, such as paper and crayons, as well as more permanent supplies.

Developing Curriculum

The Primary Reading Readiness Program is a developmental and preventive rather than a remedial program. It stresses the following program content: vocabulary, language development, alphabet, sounds, listening skills, general work skills, development of positive attitudes, and colors.

Supplemental Support

A number of other title I projects in Hillsborough County impact on the Primary Reading Readiness Program. The Intensive Tutorial Program provides 1,200 to 1,500 tutors each year (although not all of them are working at the same time) to give more individualized attention to educationally deprived children. Most of the tutors are drawn from nearby college campuses, including the University of Southern Florida, University of Tampa, Hillsborough Junior College, and Florida Christian College. The tutors work without pay; the county hired two tutorial specialists and a clerk typist to supervise the program and maintain records. In the school years before 1973–74, tutors who had received inservice training through orientation sessions and workshops throughout the year worked with students from all title I programs. Beginning in 1973–74 the volunteers tutored only those pupils receiving reading instruction under title I; this included the first and second graders in the Primary Reading Readiness Program.

In early 1973 Florida passed its own State compensatory education program, based on the title I guidelines. Hillsborough County was to receive an estimated $400,000 to $500,000 under the program to help disadvantaged students. Bing intends to tie the State funds to the Primary Reading Readiness Program in order to provide a more intensive followup program for second and third graders. The supplemental program will concentrate on reenforcement of the skills acquired during the first year in order to prevent regression and assure assimilation into the peer group.

The 1973–74 school year was also the first time that Florida had State-supported kindergartens. Some teachers expect this kindergarten experience to alleviate some of the reading readiness problems that first graders have. However, Bing thinks the Primary Reading Readiness Program will still be needed because children have different maturation levels and has considered the possibility of extending the readiness program to kindergartens.

Evaluation

The Primary Reading Readiness Program

The Primary Reading Readiness Program utilizes four testing instruments to evaluate student need and progress. These are: the Metropolitan Readiness Test (MRT), the Test of Basic Experiences (TOBE), the Metropolitan Achievement Test (MAT), and the Stanford Diagnostic Reading Test. All first graders take the MRT in September; those scoring stanines of 1, 2, or 3 become target students for the reading readiness program. Students whose scores reflect a stanine of 1 or low 2 (a raw score of 25) on the MRT are given the TOBE; item analyses indicate specific weaknesses for each student and enable the classroom teacher and reading specialist to plan teaching strategies based on an individual student's needs. All target students take the MRT again in December and April. The MAT is given to first- and second-grade students in spring. The Stanford Diagnostic Reading Test is the lowest level group-reading test available; it enables the reading specialist to diagnose specific reading difficulties and place students according to common needs. The Primary Student Record Card (see appendix D-2 on p. 57) is used to record all test results.

In September 1972, 8,075 first graders in Hillsborough County took the MRT. Test scores showed 408 students with stanine 1 and 1,628 students with stanines of 2 or 3. Of the students who had a stanine of 2 or 3 in the September MRT test, 90 percent achieved a stanine of 4 or higher in the December test. Ninety-five percent of the students with a stanine of 1 in the fall test battery had a stanine of 2 or better in the December 1972 test.

The school system's evaluation staff also maintains records of countywide testing results each year for all students. Ordinarily title I students fall in the lowest quartile of those tested; if their progress is dramatic, the entire district's median achievement level is likely to increase. These theories are verified by the Hillsborough County data. In fall 1970, the year before the desegregation plan and the Reading Readiness Program went into effect, 25 percent of the second-grade students tested scored a stanine of 2 or lower on the Metropolitan Achievement Tests in reading; the second-grade median score was a stanine of 3. By fall 1972, after an entire year of desegregation and the revamped title I program, the median second-grade score had jumped to a stanine of 4. More importantly, the lowest quartile of second-grade students tested at a stanine of 3 or below.

More subjective indications of the program's success are evident in the comments of teachers and students. For instance:

First grader:
> "I like to go to reading because I don't like the reading circle in my regular classroom. (Why?) I don't know some words the other children know in the reading circle. In the reading room I get to learn new words."

Second grader:
> "I've learned the murmur dipthong and to say my vowels. I like to look at the filmstrips that show the long and short sound of vowels. I also like to play with the games."

Reading specialist:
> "One of the most rewarding experiences in working with 'my' children is helping them gain a good self-image. . . . A precious little black boy had a mighty l-o-n-g name to learn to write. Bob, Betty, Mike, and Lou could remember—but Cornelius just couldn't. To help, he and I had a secret. I wrote his name on a card and he hid it behind a large Charlie Brown cutout. When he needed it, he'd go get his card. One day he came in grinning all over and said, 'Tell Charlie Brown I don't need him any more.' "

Principal:
> "The biggest change in the children has been in their behavior. They are relaxed, they enjoy school, they talk, they share, they converse, they discuss, they can respond to affection. They are no longer

> withdrawn, they are not hostile, and we do not see a dull looking little face any longer. We now notice when these children return to their regular classes, they now *join* a group and they are accepted. In the beginning, many of these children withdrew or made no effort to join any group."

Desegregation Program

The comparative 1970 and 1972 figures on countywide reading test scores included in the preceding section indicate that Hillsborough County's desegregation program did not adversely affect student achievement. A more thorough evaluation of reading and math achievement of pupils in grades 2, 4, 6, and 7 showed significantly more students scoring in the above average ranges in 10 of 13 variables tested for the 1971–72 school year than in the years preceding integration. The data are based on countywide pretest and posttest comparisons; year by year and school by school comparisons were impossible because of population fluctuations, incomplete longitudinal studies, and changes in the test administered.

The school system's evaluation staff also evaluated the effects of desegregation on sixth graders participating in the title I program. Significant gains were made by black and white students, both male and female, in 1970–71 (before desegregation) and 1971–72 (after desegregation).

In addition to these achievement data, more subjective information was gathered on desegregation by surveying principals, teachers, students, and parents. (See "Evaluation Instruments," appendix E-2 on p. 58.)

In general, the survey questionnaire for principals showed that they felt few changes occurred as a result of integration, although their hours were longer and their paperwork increased; that white principals were most concerned with maintaining discipline, grouping for instruction, and teacher morale; and that black principals found their problems easier to handle. Both groups commended the role of the title I reading and learning specialists.

The teachers' survey revealed concerns about student discipline, motivation, and teacher workload. Teachers said that student achievement was better than they expected, relations between the races were good, and that parents were generally cooperative.

In the pupil survey, black students said that they were content to ride the bus, but white students, when asked if they liked the bus ride, responded "not very much." Black students seemed to study harder than whites. Only fifth- and sixth-grade students were questioned.

Only 60 percent of the parents of fifth- and sixth-grade students receiving the parent questionnaire responded. They worried about their children riding buses, but both black and white parents agreed that their children were treated fairly, had good teachers, and received sufficient extra help when needed.

The county's success in desegregating its schools has been acclaimed by the NAACP Legal Defense and Educational Fund, Inc., in *It's Not the Distance, It's the Niggers.* A survey on school integration in 43 southern cities, compiled by 6 civil rights organizations, reported that Hillsborough County was "one of only four (southern) school districts . . . which had not only yielded to complete desegregation but had made a real effort to make it work."

For additional information, contact:

Assistant Superintendent
Division of Supportive Services
Instructional Services Center
Hillsborough County Schools
707 S. Columbus Dr.
Tampa, Fla. 33602
Phone: (813) 223-5331

Appendix A–2

MEMBERS OF THE HILLSBOROUGH COUNTY DESEGREGATION COMMITTEE

Gen. Paul D. Adams, chairman
(Retired, U.S. Army)

Elementary School Subcommittee

1. Mrs. Frank Sudheim, chairman
2. Shirley Aiken, student
3. Blythe Andrews, Sr., president, Lily White Association
4. Mrs. Rilla Mae Bell, PTA member
5. Russell Below, educator
6. Willie Bexley, president, Bexley Enterprises
7. Ken Blakeley, student
8. Mrs. Linda Borchers, League of Women Voters
9. Fortune Bosco, civic leader
10. Harold Clark, director, Office of Human Relations
11. Lester Cofran, educator
12. Rodney Colson, educator
13. Atty. Robert Edwards, civic leader
14. Mrs. Con H. Ehret, president, County PTA Council
15. George Fee, Mayor of Temple Terrace
16. Mrs. Eleanor Fisk, school principal
17. Wilbur Futch, business and farming
18. Jim Ghiotto, executive, Tampa Electric Co.
19. Robert Gilder, executive director of Community Action Agency
20. D. R. Hall, president, Cralle-Hall-Mack Sales
21. Otis Harper, business
22. Joseph Harrell, student
23. Howard Harris, executive director, Tampa Housing Authority
24. Dr. Anita Harrow, educator
25. George Harvey, Sr., chairman of the Board, WFLA-TV
26. Mrs. Hazel Harvey, educator
27. Dr. Edward Hayes, executive secretary, Tampa Urban League
28. Betty Hill, student
29. Robert Hudson, managing editor, *Tampa Tribune*
30. Alex Hill, business executive
31. Nelson Italiano, insurance executive
32. Edison James, educator
33. Tetlow Johnson, executive secretary, United Funds of Greater Tampa
34. Mrs. Perry Keene, PTA member
35. Jack Lamb, educator
36. Scott Lamberson, student
37. John Foy Lee, business executive
38. Victor Leavengood, vice president, General Telephone Co.
39. Mrs. Helen Liles, housewife
40. Colin Lindsey, president, Belk's
41. John Lizer, educator
42. Phil LeCicero, food broker
43. Rev. John F. Mangrum, religious leader
44. Robert Martinez, executive secretary, C.T.A.
45. Robert Olson, manager, WTVT-TV
46. Victor Peterson, student
47. Mrs. Essie Mae Reed, president, Tenant Association of Public Housing
48. Rev. Roger Robbennolt, religious leader
49. Mrs. Fred Rodgers, Hillsborough County PTA Council
50. Gary Register, student
51. Walter Sickles, educator
52. Sherrell Smith, student
53. Mrs. Robert Spann, PTA member
54. Dr. Salvador Spoto, civic leader
55. Gerald Swilley, student
56. Don Taylor, educator
57. Mrs. Elwin R. Thrasher, PTA member
58. Amada Valdez, student
59. Tom Vena, business executive
60. Paul Wharton, educator
61. Bennie Wiggins, businessman
62. Rev. B. F. Williams, president, Ministerial Alliance
63. Mr. Lawrence Worden, educator
64. Guy Cacciatore, educator

Junior High School Subcommittee

1. Edward Davis, chairman
2. Doug Alderman, student
3. Edwin Artest, school principal
4. Malcolm Beard, sheriff, Hillsborough County
5. Mrs. Wayne Bevis, State Public School Board
6. Bill Brown, student
7. Mac Burnett, citrus grower
8. Mrs. Eleise Cabrera, educator
9. Mrs. Troy Chapin, PTA member
10. Mrs. Silvia Collins, educator
11. Mrs. Betty Crislip, League of Women Voters
12. Lee Davis, retired businessman
13. Paul Dinnis, educator
14. Joe Dominguez, president, Kask & Karry
15. William Drew, Tampa Board of Relators
16. Atty. Doris A. Dudney, president, Law, Inc.
17. Paul Ecenia, president, Allied Fence Co.
18. Charles Edwards, Mayor of Plant City
19. Jim Everidge, civic leader
20. Mrs. Moreen Follman, League of Women Voters

21. Dr. Edwin France, educator
22. Paul Funderburk, business executive
23. Charles E. Futch, president, University State Bank
24. Dick Greco, Mayor of Tampa
25. Matthew Gregory, president, Tampa Branch, NAACP
26. Billie Harrison, student
27. John Heuer, educator
28. Mary Hennigan, student
29. Mrs. Jean Hill, PTA member
30. Rev. E. G. Hilton, religious leader
31. Sam Horton, school principal
32. Wayne Hull, educator
33. Drexel Jackson, student
34. James Jordan, educator
35. Anthony Marshall, student
36. Mrs. Dicksie Mitchell, educator
37. Dwight Nifong, educator
38. George Pennington, educator
39. Gerald Riffenburg, student
40. Philip Rosete, Hillsborough Community College
41. E. J. Salcines, county solicitor
42. John Y. Sessums, educator
43. Mrs. Nancy Sever, president, League of Women Voters
44. Dr. O. M. Schlichter, educator
45. Lugenia Shoffield, student
46. G. V. Stewart, educator
47. Lucius Sykes, civic leader
48. Charles Thomas, businessman
49. Atty. Robert S. Trinkle, civic leader
50. Arthur Wilder, student
51. G. Pierce Wood, vice president, Tampa Electric Co.

Senior High School Subcommittee

1. Frank Moody, chairman
2. Blythe Andrews, Jr., editor, *Florida Sentinel Bulletin*
3. Yvette Ballard, student
4. Mrs. Geraldine Barnes, PTA member
5. J. A. Battle, dean, College of Education, University of Southern Florida
6. Morris Blake, labor executive
7. Scott Christopher, executive vice president, Chamber of Commerce
8. Robert Collins, educator
9. H. L. Crowder, Jr., insurance executive
10. Ann Delgin, student
11. Atty. George Edgecomb, Assistant County Solicitor
12. David Ellis, student
13. Ron Elsberry, president, Elsberry Farms, Inc.
14. D. G. Erwin, educator
15. Frank Farmer, educator
16. Atty. Cody Fowler, former president of the American Bar Association
17. Perry Harvey, Jr., International Longshoresman Association—member
18. Freddie Johnson, student
19. Charles Jones, administrator, Commission of Community Relations
20. J. G. Littleton, Tampa police chief
21. William C. MacInnes, chairman of the Board, Tampa Electric Co.
22. Steve Mason, student
23. Clay McCulloh, executive manager, Associated General Contractors of America, Florida West Coast Chapter
24. Charles C. Miles, educator
25. James Randall, educator
26. Jim Reinhardt, Tampa Board of Relators
27. John Renwick, executive, General Telephone Co.
28. Vickie Range, student
29. Elsworth G. Simmons, chairman, County Commission
30. Atty. Delano S. Stewart, businessman
31. Jerry Sykes, student
32. Tom Umiker, student
33. J. H. Williams, Jr., business executive
34. Joyce Williams, student
35. Sumner Wilson, business executive
36. Inez York, student
37. Joe Yglesias, educator

Appendix B–2

ESAP ACTIVITIES

Human Relations

Staffing

One director, 6 field staff specialists, 36 school-community aides, 36 school-community specialists, 1 secretary.

Objectives

1. Provide schools with services of personnel, skilled in the area of human relations to help establish and maintain human understanding among all school personnel in the desegregated school system.
2. Aid schools in establishing student programs that will enhance better understanding among students of all backgrounds.
3. Assist school personnel in providing experience and practice situations that will enable them to develop positive attitudes toward self, toward others, toward differences, toward life itself.
4. Organize and coordinate student biracial advisory committees.
5. Establish and maintain information and rumor control centers in schools similar to that proposed at district levels.
6. Establish and maintain a liaison system between the school and community.

Activities

1. Special Community Programs
   a. Sponsored PTA or other parent meetings.
   b. Held individual parent conferences.
   c. Organized rumor control and information distribution.
2. Pupil-Personnel Services—assisted students who were having difficulty adjusting to a desegregated school through:
   a. Biracial sessions;
   b. Home visits;
   c. Individual counseling;
   d. Counseling parents of suspended students;
   e. Interpreting academic and social differences to students;
   f. Making recommendations based on student ideas, complaints, etc.
3. Special Curriculum Revision
   a. Promoted conferences between teachers, students, and administrators.
   b. Encourage use of multiethnic materials.
   c. Provided information based on home visits.
   d. Provided a complete assessment of the total human relations atmosphere upon request.
4. Teacher Preparation
   a. Disseminated information to teachers, promoting better understanding among all groups of people.
   b. Acted as consultants for faculty meetings, inservice workshops and informal conferences.
5. Student-to-Student Programs
   a. Organized student biracial advisory committees.
   b. Sponsored programs and activities to promote cultural understanding.
   c. Reexamined criteria and qualifications for membership in student activities.
   d. Recommended procedures to insure an opportunity for all students to participate in extracurricular activities.

Progress

1. The human relations personnel in the schools have been an enormous help to the schools and prevented many crisis situations from mushrooming to greater size as evidenced by the number of students counseled, recommendations made, and type of problems assisted.
2. There has been a great number of student activities offered by the human relations personnel to the students. Some of these activities were brotherhood observances, talent shows, televised rap sessions, rap sessions in academic classes, student workships, organized tours of judicial system, and many others.
3. There have been some teacher workshops but the focus the human relations staff had this year was to assist noninstructional personnel adjust to desegregation. This was done for bus drivers and teacher aides. It is our hope that workshops for faculties will be a continuing role this staff will play.
4. The student biracial committees have been highly effective in advising administrations of the opinions of students. In many schools they have also served to help students with discipline problems to adjust to working more cooperatively.
5. The rumor control centers located in the schools have not been as effective as they might have been. Most schools do not have one set up. Where they have been instituted, good results have been shown.
6. Through the PTA and other community agencies an excellent relationship has developed between school and community. Some principals have utilized human relations services in an informal way working with parents who have complaints

Information and Rumor Control

Staffing

One program supervisor, one teacher, two clerks.

Objectives

1. Provide the community with a means of obtaining accurate and complete information about a desegregated school system.
2. Minimize the number of rumors that may start regarding problems in desegregated areas and maintain control over these rumors.

Activities

1. Special Community Programs
   a. Distributed information to the public through printed materials such as the *Inquisitor.*
   b. Provided an information service to public questions through the use of the telephone.
   c. Assisted in separating fact from rumor during times of school crisis.
   d. Involved in radio communication with the public.
2. Special Comprehensive Planning
   a. Distributed information on the activities of a desegregated school system to school employees.
   b. Planned systems for school rumor control.
   c. Printed materials for workshops, questionnaires, and surveys for the school system.

Progress

1. The Information Center has done an outstanding job of providing the community with information of a desegregated nature. The Center has responded to a total of 14,725 telephone calls between August 1971 and January 1973 from members of the community and school persons.
2. The Center has a system for contacting other agencies in responding to rumors. However, a difficulty in encouraging school personnel to release information was encountered. Community involvement, on the other hand, was excellent.

Elementary Curriculum

Staffing

Fifty-eight learning specialists, 84 instructional aides.

Objectives

1. Develop multiethnic curriculum.
2. Plan and maintain continuity in the instructional program.
3. Promote interracial understanding and positive attitudes among students, teachers, and parents.
4. Individualize instruction in order to meet the needs of the diverse groups of students.

Activities

1. Special Curriculum Revision
   a. Worked with faculty, principals, and parents in formulating and developing a more meaningful educational philosophy.
   b. Planned with supervisors, principals, teachers, and consultants for an extensive preservice and inservice preparation to meet the demands of a desegregated school system.
   c. Provided basic and supplementary materials to meet the diverse levels of readiness and achievement among students.
2. Teacher Preparation
   a. Assisted teachers in developing teaching skills that would be effective in a desegregated classroom.
   b. Served as consultants in diagnosing learning problems.
   c. Guided teachers and students in the use of multiethnic materials.
3. Student-to-Student Programs
   a. Planned and worked with student activities geared to develop understanding and respect among students of all backgrounds and cultures.
   b. Expanded clubs and organizations to include all students.
4. Pupil-Personnel Services
   Instructional aides in sixth-grade centers:
   a. Worked with learning specialists, teachers, and students in developing positive learning and behavior patterns in a desegregated setting;
   b. Supervised large and small groups during study periods;
   c. Conducted reviews and worked individually with students who needed additional help;
   d. Prepared multiethnic instructional aids to be used by individual students or small groups.

Progress

1. Materials were purchased which are being utilized to assist teachers prepare a multiethnic curriculum.
2. Teacher workshops in establishing educational priorities and selecting appropriate materials have gone a long way toward maintaining continuity in curriculum.
3. Parental involvement programs, teacher workshops, and student activities have helped to promote interracial understanding.
4. Aides who were used by teachers to assist the program by allowing for more individualization of instruction provided a needed second adult in the classroom.

Secondary Curriculum

Staffing

Fifty-six secondary team leaders, 32 curriculum coordinators, 19 tutorial specialists.

Objectives

In the seventh-grade centers personnel will:

1. Devise a means to promote intergroup understanding within each team of teachers;
2. Provide for individual student needs in an integrated setting;
3. Utilize flexibility in the use of instructional time and activities.

Eighth- and ninth-grade staff will:

1. Involve their centers in a reorganization of curriculum;

2. Individualize instruction;
3. Utilize flexible instruction;
4. Develop innovative curriculum programs.

Senior high schools' personnel will:

1. Assist teachers and counselors in identifying students in need of tutorial help;
2. Coordinate the work of the university and community tutors available to the school;
3. Work directly with students who need individual assistance in order to perform successfully in their multiethnic groups.

Activities

1. Special Community Programs
   a. Maintained communication with parent organizations, community colleges, and other community agencies.
   b. Worked with school-community specialists, volunteer tutors from USF, Teacher Core, etc., in attempting to reach parents.
2. Pupil-Personnel Services
   a. Worked with teachers to apprise them of the students' best learning style.
   b. Identified and assisted students who had exceptionalities in motivational patterns.
   c. Aided teachers in the selection and collection of multiethnic materials.
   d. Recommended students to tutors.
3. Teacher-Preparation Program
   Inservice training for teachers in:
   a. techniques of individualizing instruction;
   b. methods of team planning and program implementation;
   c. identification of learning styles;
   d. designing multiethnic curriculums.

Progress

1. Intergroup understanding within the teams of seventh-grade teachers has been promoted through the team conferences and planning sessions held weekly. These conferences are regularly scheduled and held during the common conference periods. As a result of these team conferences, there has been an observable positive change in the behavior of the team members toward each other as evidenced by the smooth and efficient manner in which tasks are accomplished and problems are resolved.
2. The needs of individual students have been considered and provided for through the acquisition of teaching materials that are designed for students of different achievement levels and through the varying of teaching methodology. Students seem to be meeting with success where the proper materials and methodology are implemented.
3. The seventh-grade organizational structure has been effective in providing for flexibility of instruction. Students may transfer from one class to another with ease. Students may vary the daily class schedule to provide for more or less time in a particular subject depending on their needs.
4. The organizational pattern of the eighth/ninth-grade schools has provided curriculum coordinators. Two coordinators are assigned to each eighth/ninth-grade center. This structure has enabled these schools to plan and articulate the curriculum offerings.
5. Individualization of instruction at the eighth/ninth-grade schools has been attempted through the acquisition of teaching materials which are designed for students of varying achievement levels. However, far too many classes are still receiving instruction only through large group techniques. For this reason individualization of instruction has not been totally achieved in these schools.
6. Flexibility of the schedule has not been achieved in eighth/ninth-grade centers.
7. The curriculum at eighth/ninth-grade centers has been re-designed to incorporate several innovative concepts. Several eighth/ninth-grade centers have designed and implemented the elective system of minicourse offerings. All eighth/ninth-grade centers have restructured their offerings in American literature, American history, art, music, and humanities, to include contributions by black and other ethnic minorities. Many courses in the four basic content areas have been designed which provide for students whose interests and achievement levels vary.

Staff Development

Staffing

No funds were available for personnel. Moneys were used to provide consultants in curriculum development and modification and to hire teacher substitutes so that personnel may participate in the activities below.

Objectives

1. Provide human relations seminars for school staff.
2. Provide funds for curriculum leaders and department heads, along with supervisors and principals, to hire consultants for developing new curriculum directions.
3. Furnish materials for inservice training programs designed and conducted under the leadership of school curriculum leaders and department heads.
4. Utilize substitute teacher's time so that department heads and classroom teachers can participate in inservice training programs.
5. Provide the Individualized Teacher Education Modules for teachers that are having a difficult time making the adjustment to a new school setting.

Activities

1. Special Curriculum Revision
   Trained teachers in a systematic approach to teaching multiethnic groups through:
   a. workshops in development of individualized instruction modules;
   b. planning and training for elementary guidance program;
   c. revision of scope and sequence for secondary social studies;
   d. adoption and implementation of individualized programs in elementary reading, science, mathematics;

e. workshops in environmental education;
f. workshops in team teaching, flexible staffing, etc.

2. Teacher-Preparation Program
   a. Provided opportunities for teachers from diverse ethnic background and educational experiences to improve teaching skills in which they were deficient.
   b. Provided teachers with knowledge and content needed to teach in a desegregated school.
   c. Trained teachers working in special programs in a desegregated setting.
   d. Provided release time for teachers to attend conferences and workshops focusing on needs of multiethnic groups.
3. Special Comprehensive Planning
   Provided training for curriculum coordinators and team leaders to work with multiethnic groups in the following ways:
   a. methods of curriculum analysis;
   b. organizing to revise curriculum;
   c. setting priorities in curriculum;
   d. techniques of analyzing teacher behavior; and
   e. techinques of resolving intra-staff conflicts.

Progress

1. One human relations seminar was provided to assist teacher aides in working with teachers and students in a multiethnic setting. One of the most repeated concerns by the participants was that such seminar should be held for teachers and teacher aides jointly.
2. Release time was made available in six instances for which school principals, curriculum leaders, and subject area department heads worked with the supervisors to plan programs in both content and methodology for meeting the diverse needs of students in an integrated setting.
3. Thirty-one inservice training programs, under the leadership of school curriculum leaders or department heads and/or supervisor, provided programs in both content and methodology for teachers.
4. Teacher-substitutes were utilized in order for school personnel to attend meetings for planning or training in activities which focused on special curriculum revision, teacher preparation, and comprehensive planning.
5. The Individualized Teacher Education Modules which were developed in the Florida EPDA part B-2 program were made available for any teacher who felt the need to improve his basic teaching skills through independent study. Many teachers patronized this service. More than 90 percent felt that the program had been of some benefit.

Pupil Personnel Diagnostic Service

Staffing

Diagnostic teams composed of school psychologist, social worker, teacher aide, and clerical aide.

Objectives

1. Accept referrals of children who are experiencing learning difficulties compounded by school desegregation and work with children in the Diagnostic Center.
2. Plan individual instructional strategies for children who are experiencing learning difficulties.
3. Provide followup services for each child referred in order to secure maximum effectiveness of planned individual programs.
4. Conduct inservice workshops with school faculties with emphasis in the following areas:
   a. classroom management (behavior modification);
   b. learning about children with learning difficulties and how to teach them;
   c. diagnostic-remedial teaching.
5. Provide individual and small group consultation to teachers experiencing difficulties in understanding unique problems of children affected by desegregation.
6. Initiate parent conferences, and conduct parent group seminars on special needs of children who are having learning problems.

Activities—Special personnel services

1. Screened students for prescriptive programs.
2. Planned prescriptive programs for students with learning problems.
3. Conducted workshops on behavior modification for teachers.
4. Consulted with parents individually and in small groups about special needs of students who are having learning problems.

Progress

1. Pupil personnel services were extended to 79 schools. Within these schools, 2,545 pupils were screened for in-depth psychoeducational evaluation and remedial prescription.
2. The diagnostic team planned 759 prescriptive programs for class groups. Individual evaluation was provided for 921 pupils, and 620 pupils were remediated.
3. The pupil personnel diagnostic team conducted 11 workshops on behavior modification for 180 teachers. Followup indicated that 85 percent of the teachers had initiated behavior modification techniques in their classrooms as a result of the training they received in the workshops.
4. The diagnostic team held 414 individual and small group consultation with teachers who were experiencing difficulties in understanding unique problems of children affected by desegregation. Self-evaluations, observational checklists, and student performance grades indicated that the conferences had been successful.
5. The team initiated 78 parent conferences on individual pupils, 18 sessions with parent-study and PTA groups, and 29 parent-training sessions. A study on observable parent change was not possible because of the abrupt termination of the team's services.
6. Extensive evaluation procedures for all the objectives were not possible due to the termination of funds in February 1973.

Appendix C–2

MEMBERS OF THE HILLSBOROUGH COUNTY ESEA ADVISORY COMMITTEE

1. E. L. Bing, director of ESEA
2. Mrs. Marvin Brooks, parent
3. Mrs. C. E. Byrd, parent
4. Harold Clark, director of human relations
5. Mrs. Jerry Cobb, parent
6. Mrs. Carolyn Compton, parent
7. Mrs. Luriene Davis, parent
8. Rev. Diffley, associate superintendent of education, Diocese of St. Petersburg
9. Mrs. Ray Dundore, parent
10. Frank M. Farmer, assistant superintendent for instruction
11. Dr. Erwin France, supervisor, Project SPURT
12. Mrs. Marg Furlong, parent
13. Mrs. Bill Fyse, parent
14. Robert Hall, principal
15. Miss Ann Harrington, supervisor, migrant children
16. Sister Anna Haskin, St. Clover School
17. Mrs. June Hawes, ESEA supervisor
18. Mrs. Arthur Hirth, parent
19. Mrs. Eloise Jackson, parent
20. Mrs. Ira Johnson, parent
21. James Jordan, director of secondary education
22. Mrs. Chris Kelsey, parent
23. Jack King, general consultant, State Department of Education
24. John Lizer, director of staff development
25. Mrs. Patricia Meeks, parent
26. Mrs. Alice Moore, parent
27. James Randall, Area I director
28. John Russo, parent
29. Mrs. Essie Reed, parent
30. Mrs. Robert Shipp, parent
31. Mrs. Wilma Stone, ESEA supervisor
32. O. L. Tyrone, parent
33. Mrs. Nancy Weller, parent
34. Mrs. C. Williams, parent
35. Mrs. Mary Williams, parent
36. Larry Worden, director of elementary education
37. Joseph Yglesias, director of Federal program finance

Appendix D–2

PRIMARY STUDENT RECORD CARD

NAME:____________________ **ADDRESS:**____________________

LEVEL:____________________ **TELEPHONE:**__________ **RACE:**__________

DATE OF ENROLLMENT:________________ **LANGUAGE SPOKEN IN THE HOME:**__________

FREE LUNCH ☐ yes ☐ no **PRE-SCHOOL** ☐ yes ☐ no

Circle No. of Months

Pre-Readiness: 1 2 3 4
Readiness: 1 2 3 4 5 6 7 8

Circle No. of Months

Level I 1 2 3 4 5 6 7 8
Level II 1 2 3 4 5 6 7 8
Level III 1 2 3 4 5 6 7 8

Test Date 1971–72

MRT *Fall* ☐ **DEC** ☐ *Spring* ☐

Items Missed

Lang. **Stanine**
TOBE ☐☐☐☐☐☐☐☐☐☐ ______

S. S.
☐☐☐☐☐☐☐☐☐☐ ______

Math
☐☐☐☐☐☐☐☐☐☐ ______

Level I MAT ☐ **Jan** ☐ **S. D.** ☐

Level II MAT **1970–71** ☐ **1971–72** ☐

If you are still working with the student, check Reading Teacher working with student: ☐

If the student has returned to the classroom, date student return to classroom:

☐ **Month** ☐ **Year**

MATERIALS

In descending order, list according to frequency of use:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Appendix E–2

EVALUATION INSTRUMENTS

Survey of Principals

This survey is being conducted for the following purposes:

1. To meet part of the obligations for evaluation of the Emergency School Assistance Program.
2. To use as a needs assessment for future planning.

Please give a candid opinion for each item. In Part I, items 1–15, compare the present situation to situations prior to desegregation. Record your answers on the answer sheet. Do not write in the gridding area at the top of the answer sheet.

PRINCIPAL QUESTIONNAIRE

PART I

Since desegration . . .

1. pupil discipline is
   a. easier to handle
   b. harder to handle
   c. about the same
2. pupil morale is
   a. better
   b. worse
   c. about the same
3. pupil attendance is
   a. improved
   b. worse
   c. about the same
4. evaluating pupil progress is
   a. more difficult
   b. less difficult
   c. about the same
5. grouping pupils for instruction is
   a. more difficult
   b. less difficult
   c. about the same
6. determining programs for next year will be
   a. more difficult
   b. less difficult
   c. about the same
7. the hours spent on the job have
   a. increased
   b. decreased
   c. remained the same
8. the amount of forms and paperwork have
   a. increased
   b. decreased
   c. remained the same
9. vandalism has
   a. increased
   b. decreased
   c. remained the same
10. student safety is
    a. more of a problem
    b. less of a problem
    c. about the same
11. the number of parent conferences have
    a. increased
    b. decreased
    c. remained the same
12. teacher morale is
    a. better
    b. worse
    c. about the same
13. getting enough teaching materials at levels appropriate for the pupils attending your school is
    a. more difficult
    b. less difficult
    c. about the same
14. getting equipment needed by teachers is
    a. harder
    b. easier
    c. about the same

PART II

Assume that you will lose your learning specialist and your reading teacher at the end of the school year, but you may hire one or two additional personnel.

15. What kind of position would be your first choice?
    a. a learning specialist
    b. a reading teacher
    c. an administrator
    d. a curriculum person
    e. clerical help
16. What kind of position would be your second choice?
    a. a learning specialist
    b. a reading teacher
    c. an administrator
    d. a curriculum person
    e. clerical help

PART III

17. Are parents helping in your school?
    a. yes, black parents only
    b. yes, white parents only
    c. yes, both black and white parents
    d. no
18. Does your PTA attendance include
    a. almost the same black-white ratio as your school?

b. proportionally more black parents than white ones?
c. proportionally more white parents than black ones?
d. The PTA is not operational.

19. Parents seem most concerned about
    a. adult-child relations
    b. peer social relations
    c. pupil progress
    d. busing
    e. facilities

PART IV

20. I am the principal of a
    a. one-six center
    b. one-five center
    c. sixth-grade center
21. I am
    a. black
    b. white
22. Including this year, I have been a principal
    a. 1 year
    b. 2 or 3 years
    c. 4 to 8 years
    d. more than 8 years

PART V: Please list positive effects of desegregation.

PART VI: Please list negative effects of desegregation.

Survey of Pupils

1. My classmates seem to get along
   a. very well
   b. all right
   c. not very well
2. I like school this year
   a. very much
   b. all right
   c. not very much
3. This year my grades have been
   a. high
   b. average
   c. low
4. I feel that I am learning
   a. a great deal
   b. average
   c. not very much
5. I have to study
   a. very much
   b. an average time
   c. not very much
6. Riding a bus to this school is
   a. very good
   b. all right
   c. not very good
   d. I don't ride a bus
7. I am a
   a. boy
   b. girl
8. I am
   a. black
   b. white
   c. other
9. I am in the
   a. fifth grade
   b. sixth grade

Survey of Parents

The Hillsborough County Schools are interested in getting information about parents' feelings toward the schools. Your answers will help us in planning for next year.

We hope you will give us your ideas by putting a circle around the answers which most closely express your feelings.

Although you may have more than one child, please think about your child who is in the sixth grade when you circle your answers.

PARENT QUESTIONNAIRE

1. My child's teacher is
   a. good
   b. all right
   c. not so good
   d. I have no opinion
2. The help my child gets from his (her) teacher is
   a. extra
   b. enough
   c. not enough
   d. I don't know
3. I feel that my child is being treated
   a. fairly
   b. unfairly
   c. I have no opinion
4. I have
   a. visited my child's school during the school day
   b. visited my child's school for a parent's meeting or on a conference day
   c. both (a) and (b) above
   d. never visited my child's school
5. I have talked over the telephone to my child's
   a. principal and teacher
   b. principal only
   c. teacher only
   d. neither the principal nor the teacher
6. Mixing with children of other races is
   a. good for my child
   b. bad for my child
   c. makes no difference to me
   d. I have no opinion
7. Our family
   a. gets up earlier so my child can ride the school bus
   b. gets up at the usual time
8. The chances of my child being hurt on the way to the bus stop or at the bus stop
   a. worries me a lot
   b. worries me a little
   c. does not really worry me
   d. my child does not ride the bus
9. The chances of my child being hurt in a traffic accident while riding the school bus
   a. worries me a lot
   b. worries me a little
   c. does not really worry me

   d. my child does not ride the bus
10. After school, my child usually
   a. goes home, where there is an adult family member
   b. goes home, where there is *no* adult
   c. stays with a neighbor, friend, or relative
   d. stays with a paid "sitter"
   e. none of the above
11. I am
   a. black
   b. white
   c. other
12. I am
   a. a mother or female guardian
   b. a father or male guardian
13. My child usually
   a. rides the school bus to school
   b. uses public transportation to get to school
   c. rides to school with his (her) parent or neighbors
   d. walks or rides a bicycle to school

Survey of Teachers

This survey is being conducted for the following purposes:

1. To meet part of the evaluation obligation for the Emergency School Assistance Program (ESAP).
2. To be used as a needs assessment for future planning.

Please give your candid opinion for each item. Use the enclosed answer sheet to record your answers. Do not write in the gridding across the top of the answer sheet.

QUESTIONNAIRE

1. Planning and preparation this year
   a. takes more time than last year
   b. takes less time than last year
   c. takes about the same amount of time as last year
2. Pupil achievement is
   a. better than I expected
   b. about what I expected
   c. poorer than I expected
3. In evaluating pupil performance, I
   a. feel fairly confident
   b. need help
4. Classroom discipline is
   a. a large problem
   b. a moderate problem
   c. not much problem
5. Pupil motivation is
   a. a large problem
   b. a moderate problem
   c. not much problem
6. The racial relations among my pupils are
   a. very good
   b. all right
   c. poor
7. Most of the parents of my pupils are
   a. very cooperative
   b. fairly cooperative
   c. not cooperative
8. I have been
   a. verbally attacked by a child (name-called)
   b. threatened by a child
   c. physically attacked by a child
   d. experienced no incidents of verbal or physical abuse from a child
9. I have been
   a. verbally attacked by a parent (name-called)
   b. threatened by a parent
   c. physically attacked by a parent
   d. experienced no incidents of verbal or physical abuse from a parent
10. I teach in a
   a. one-five grade center
   b. sixth-grade center
   c. one-six grade center
11. I am a
   a. black female
   b. white female
   c. black male
   d. white male
12. Including this year, I have taught
   a. 1 year
   b. 2–3 years
   c. 4–8 years
   d. 9 or more years

Please rank the following problems by putting a "1" by the item that is the most urgent, a "2" by the item that is the next most urgent, and so on in order from 1–9. If you do not consider the item as a problem, write an "0" in the blank.

Problems — Ranks
A. number of texts & instructional materials ______
B. quality of texts & instructional materials ______
C. availability of equipment ______
D. teacher workload ______
E. pupil discipline ______
F. pupil grading ______
G. pupil grouping ______
H. pupil motivation ______
I. peer relations ______

Please list the positive effects of desegregation.

Please list the negative effects of desegregation.

CHAPTER 3.

Moore County, N. C.

The Desegregation Effort

Description of School District

Moore County is located in the sandhills of the eastern part of North Carolina, about an hour's drive from the major cities of Charlotte, Fayetteville, Greensboro, Raleigh, and Winston-Salem. The county is a popular tourist and retirement center. It covers an area of about 760 square miles and has a population of about 89,000, approximately 10,000 of whom are nonwhite. About 45 percent of its total population falls below the Federal poverty indicator.

Manufacturing accounts for 30 percent of the county's income. Another 12 percent of the county's income comes from agriculture; major cash crops are lumber, tobacco, corn, and peaches.

The Moore County schools are divided into three areas, each with a relatively new high school and four or more feeder schools. (See figure 3.) In the early 1960's the county had 15 high schools. The consolidation of these facilities and the merger of three administrative units within the county—Moore County and the separate school systems for the cities of Pinehurst and Southern Pines—occurred in the middle and late 1960's. In 1972–73, the county's 3 high schools and 16 public elementary schools had an enrollment of more than 10,500 students. About 67 percent of the student population are white; 32.5 percent are black; and the remaining 0.5 percent are Indian. Moore County also has 13 federally funded preschool programs, serving about 350 of its estimated 850 5-year-old preschoolers.

In 1972–73 the county's average per-pupil expenditure was $586.19.

History of the Desegregation Effort

Until 1965, Moore County had maintained separate schools for black and white students since public education was established in North Carolina. Indians attended white schools. In April 1965, 2,061 black students attended 4 all-black schools under the county's jurisdiction, and 5,341 white students were enrolled at 12 all-white schools. The cities of Southern Pines and Pinehurst operated their own dual school systems.

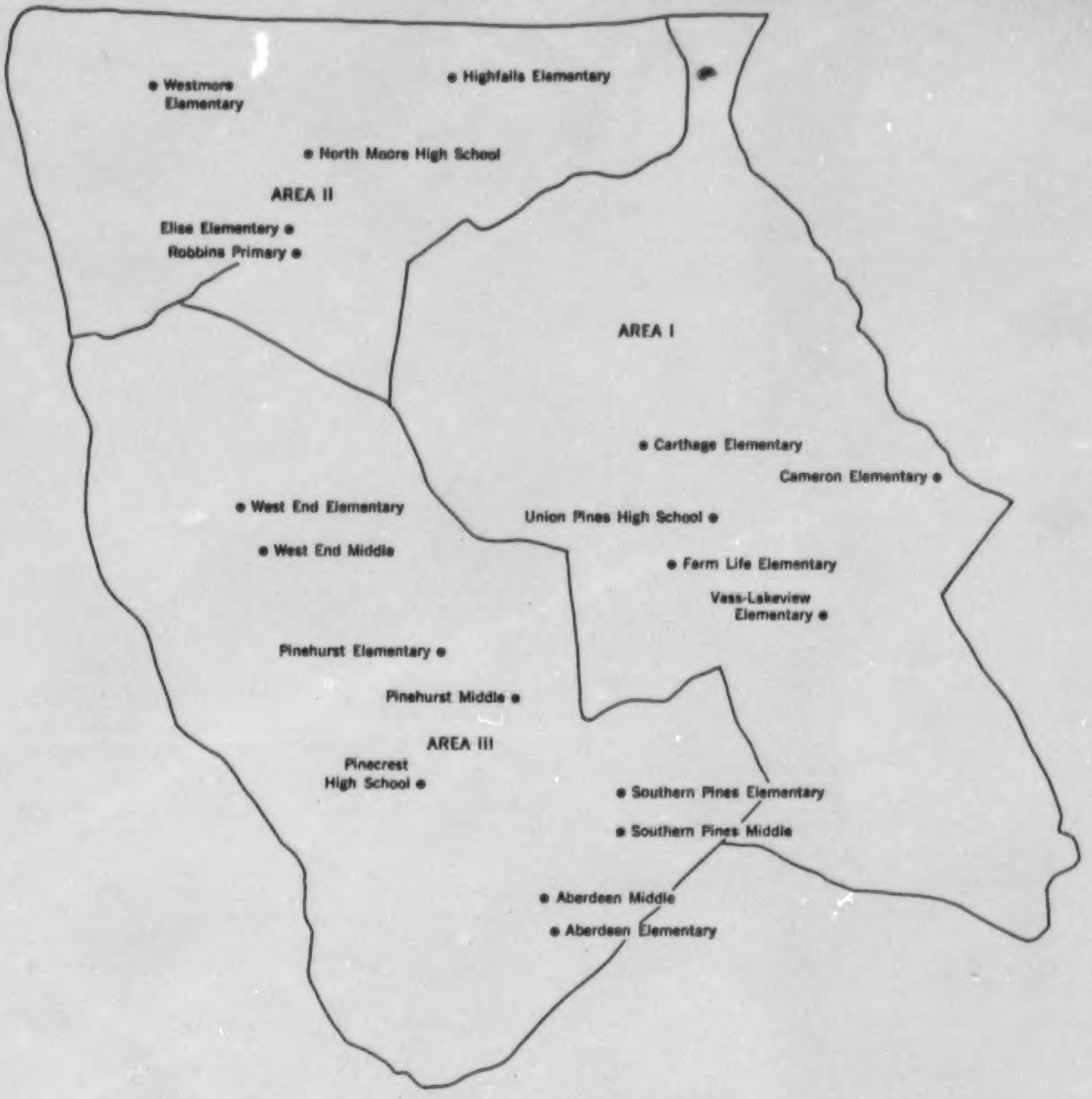
In September 1965, Moore County schools began operating under a freedom of choice plan. The plan permitted students or parents to choose only between those schools within certain attendance zones and not any school within the school system. The superintendent of schools and representatives of the 8-member board of education met with principals, PTA's, the county's ministerial association, and civic clubs during the spring and summer of 1965 to explain the desegregation plan. Every parent or guardian received a letter describing the freedom of choice plan and asking them to complete a school assignment request form for the 1965–66 school year (see appendix A-3, p. 76).

The school board stated that "no principal, teacher, or other school official is permitted to advise you or make recommendations or otherwise influence your [the parent's] decision." The board also guaranteed that no choice would be rejected for any reason other than overcrowding of classroom facilities.

Eighty-five blacks chose to attend all-white schools in September 1965. All the white students in the district elected to attend those schools that continued to have all-white enrollments.

On March 18, 1966, the school board's chairman attended a civil rights conference in Raleigh, N.C., where a representative of the U.S. Department of Health, Education, and Welfare emphasized the illegality of a dual system of education. The all-white school board subsequently voted to close two all-black schools after the 1965–66 school year so that black students from these schools would have to attend nearby white schools in 1966. All the other students throughout the school system again had the

FIGURE 3.—*Divisions of the Moore County School District*


Westmore Elementary
Highfalls Elementary
North Moore High School
AREA II
Elise Elementary
Robbins Primary
AREA I
Carthage Elementary
Cameron Elementary
West End Elementary
Union Pines High School
West End Middle
Farm Life Elementary
Vass-Lakeview Elementary
Pinehurst Elementary
Pinehurst Middle
AREA III
Pinecrest High School
Southern Pines Elementary
Southern Pines Middle
Aberdeen Middle
Aberdeen Elementary

option of choosing what school they wished to attend.

The closing of the two all-black schools, Davis and Pinckney, and the construction of the new North Moore and Union Pines High Schools assured desegregation in areas I and II of the school district, as shown in figure 3. There was only one high school in each attendance area by 1966, forcing blacks and whites to attend the same school. Davis and Pinckney students integrated the areas' previously all-white elementary schools. (See appendix B-3 on p. 77, the letter to parents outlining the new desegregation plan which involved the reassigning of 1,100 students.)

Moore County citizens, especially whites, accused the school board and the superintendent of "outrunning Washington" in implementing the desegregation plan. However, the superintendent said he and the board took the provisions of the 1964 Civil Rights Act "seriously." An intensive public relations campaign has helped regain community support for the school system; a survey conducted in 1971 indicated two-thirds of the nearly 2,300 respondents felt that Moore County was providing the best educational advantages for all races.

In February 1968, the U.S. Department of Health, Education, and Welfare notified Moore County that it did not comply with civil rights requirements because area III still had four all-black schools. Under a freedom of choice plan 148 of the nearly 1,000 black students in the area went to predominantly white schools. The county school system had merged in 1967 with the city schools of Southern Pines and Pinehurst; both cities were in area III and they had limited desegregation under freedom of choice plans. The county had voted to delay total integration in area III until a new high school was completed, consolidating the student enrollments of three black and four white schools. The county also closed one small white elementary school in area III. The school board sponsored open meetings in area III to discuss the desegregation plan, the parents' role in desegregation, and the psychological effects of desegregation.

Thus, by September 1969, all public schools within the county had both black and white students. However, in the summer of 1971, the U.S. Department of Health, Education, and Welfare notified the school districts that some schools still had inadequate black student representation.

A revised desegregation plan used noncontiguous pairing, feeder pattern changes, and the alteration of school attendance boundaries to give most schools within the county as close to a 67–33 percent white-black ratio as possible. The changes affected 504 students (201 whites and 303 blacks) and 25 faculty members in 12 of the county's 19 schools.

Since Moore County is primarily a rural area, transportation has always been provided for public school students. About two-thirds of the county's pupils are bused. Before desegregation the county operated separate transportation systems for blacks and whites. The average one-way distance was 17½ miles and took just over 50 minutes; the longest trip was 44 miles and took more than an hour and a half. Desegregation increased the average traveling distance slightly—to 20 miles one way—but reduced the number of long bus rides (the longest is now 37 miles).

Table 5 shows the number and percentage distribution of students, by race, in the Moore

TABLE 5.—*Racial Composition of Students in Moore County Public Schools, 1971-72 School Year, by Number and Percentage Distribution*

Schools	American Indian	Percentage	Black	Percentage	Spanish-speaking American	Percentage	White	Percentage
Aberdeen Elementary	6	1.44	183	43.88	0	0	228	54.68
Aberdeen Middle	10	1.54	275	42.44	0	0	363	56.02
Cameron Elementary	5	1.30	117	30.23	0	0	265	68.47
Carthage Elementary	3	.47	198	31.33	0	0	431	68.20
Elise Elementary	0	0	50	13.12	0	0	331	86.88
Farm Life Elementary	0	0	85	28.05	0	0	218	71.95
Highfalls Elementary	0	0	35	11.47	2	.65	268	87.88
North Moore	0	0	70	11.35	2	.32	545	88.33
Pinecrest	3	.18	580	36.39	0	0	1,011	63.43
Pinehurst Elementary	0	0	119	61.03	0	0	76	38.97
Pinehurst Middle	0	0	204	58.96	0	0	142	41.04
Robbins Primary	0	0	39	10.24	0	0	342	89.76
Southern Pines Elementary	0	0	227	45.58	0	0	271	54.42
Southern Pines Middle	1	.12	322	36.88	0	0	550	63.00
Union Pines High	7	.87	212	26.27	0	0	588	72.86
Vass-Lakeview Elementary	15	2.51	137	22.95	0	0	445	74.54
West End Elementary	5	2.52	104	52.53	0	0	89	44.95
West End Middle	3	.83	180	49.86	0	0	178	49.31
Westmoore Elementary	0	0	47	14.83	0	0	270	85.17
Total: Moore County	58	.59	3,184	32.30	4	.04	6,611	67.07

County public schools for the 1971–72 school year. The percentage distribution has not changed significantly, although the decrease in student population has averaged 5 percent since 1969. The racial compositions of schools in the northern and southern parts of the county, like the white-black ratio in these areas, are different. Transportation could not eliminate these differences because of the distance involved.

Faculty Desegregation

When the Board of Education closed two all-black schools in 1966, the superintendent of schools assured the 45 black teachers that all qualified personnel would have positions in the desegregated school system. When 39 of the black teachers applied for reemployment, 30 were assigned to previously all-white faculties, 6 remained at predominantly black schools, 2 joined the county's administrative staff, and 1 was not rehired because of poor qualifications.

Teacher assignments were made on the bases of qualifications and preference. The school board's employment policy states: "Employment of the best qualified individual available for any vacancy that might exist is the basic policy of the Moore County Board of Education. All available information will be weighed in the employment of any employee. Race shall not be a factor to be used for or against the employment of any applicant."

The policy is enforced by a three-member biracial personnel council composed of a permanent white member and a permanent black member, a secondary school administrator. The third member of the council is the principal of the school where a vacancy exists. Each school also has a biracial advisory council which is consulted on personnel hiring.

Seventy-six percent of the county's teachers are white and 24 percent are black, with similar ratios for the total professional staff. There are three black elementary school principals, and a black recently became principal of the new Pinecrest High School. Table 6 indicates the racial composition of all public school faculties in Moore County. There is one teacher for approximately every 30 students.

The county tries to maintain a consistent white-black faculty ratio by replacing a black teacher with a black, et cetera; however, the best qualified candidate is ordinarily hired. Biracial teams of Moore County educators recruit prospective employees from 27 colleges and universities in North Carolina; 5 of the schools are predominantly black.

Faculty Preparation for Desegregation

To prepare for the massive desegregation that occurred in areas I and II in fall 1966, the county applied for a grant under title IV of the Civil Rights Act to finance a 2-week summer institute for teachers. In its application the board of education said "without some assistance from the Federal Government in preparing the faculty, community, and students for this change, it is conceivable that education could regress in this county." The U.S. Office of Education approved a grant of more than $100,000.

The title I director, who had this position from 1965 through 1967, supervised the 2-week summer institute for teachers. The director planned it in cooperation with administrative staff members, principals, and a consultant from Raleigh, N.C., who had sponsored a similar workshop for teachers in 1965. On August 16, 1966, all school personnel—black and white—met at their local schools to get acquainted. Many sat and dined with members of another race for the first time. After lunch a countywide meeting was held at Union Pines High School, which would receive the largest influx of black students. The school board's chairman and the school superintendent explained the desegregation plan in detail and answered teachers' questions. For the next 2 weeks teachers and principals met daily. They developed new classroom materials, visited local industries, discussed common problems, and heard a variety of speakers. Most importantly, teachers were given the names of students who would be in their fall classes and briefed on each pupil's ability and problems.

Mrs. Beulah McPherson, the title I director who supervised the 2-week institute, thought that integration succeeded because of the institute. She explains that "the teachers and principals had a chance to work together, to understand one another, to go over pupil records, to talk to the pupils' former teachers, to lunch together. Before the workshop there was apprehension about how it was going to work. It [the

TABLE 6.—*Racial Composition of Faculties in Moore County Public Schools, 1971-72 School Year, by Number and Percentage Distribution*

School	Black	Percentage	White	Percentage
Aberdeen Elementary	6	38	10	62
Aberdeen Middle	7	28	18	72
Cameron Elementary	3	19	13	81
Carthage Elementary	5	20	20	80
Elise Elementary	2	11	15	89
Farm Life Elementary	2.5	20	10	80
Highfalls Elementary	1	7	11.5	93
North Moore High	4	12	29	88
Pinecrest High	21	27	58	73
Pinehurst Elementary	4.5	53	4	47
Pinehurst Middle	4	21	15	79
Robbins Primary	2.5	15	14	85
Southern Pines Elementary	9	41	13	59
Southern Pines Middle	9	26	25	74
Union Pines High	5	12	37	88
Vass-Lakeview Elementary	3	13	20	87
West End Elementary	5.5	55	5	45
West End Middle	4	31	9	69
Westmoore Elementary	1	8	11.5	92

apprehension] changed after the workshop. I think everybody accepted the fact that integration's here and it's my duty as a teacher to make it work."

Throughout 1968 biracial teams of Moore County teachers and administrators, financed under another title IV (Civil Rights Act) grant, visited school districts throughout the country to study new educational techniques. The trips not only exposed the educators to new ideas and methods but provided opportunities for personal contact and friendships across racial lines. The teams of 4 to 15 members visited integrated classrooms in Abington, Pa.; Baltimore, Md.; Culver City, Calif.; Decatur, Ga.; Duluth, Minn.; Evanston, Ill.; Lexington, Mass.; Miami, Fla.; Norwalk, Conn.; Owensboro, Ky.; Pittsburgh, Pa.; Syracuse, N.Y.; and in Beaufort and Greensboro, N.C. Each team reported on the program it visited and on the program's implications for Moore County. The teams also commented on the trips relative to improved relations between black and white staff members. A typical comment was: "Becoming acquainted tended to lessen concern about racial differences; rather the focus shifted to how important goals could be accomplished. In both races there are disadvantaged children. We can now help all children better by joining forces."

An even more intensive inservice training program began in the spring of 1969, in preparation for the fall integration of area III and the opening of the new Pinecrest High School. Teachers met 2 hours every 2 weeks for panel discussions and question and answer sessions. Topics included "Problems Encountered by the Classroom Teacher in a Totally Integrated School;" "Practical Suggestions for Teaching Students With Varying Cultural Backgrounds;" "School-Community Relations in an Integrated School System;" "School Philosophy and Local School Policies;" and "Orientation for the 1969–70 School Year."

The Title I Program

Before Desegregation

Desegregation in Moore County's two northern areas and the beginning of the title I ESEA program for educationally deprived children occurred simultaneously. Thus, in the first year—1966–67—title I funds were used to help ease the desegregation process. Although the bulk of the new Federal program concentrated on improving the learning skills of low-achieving students, other project components included the hiring of nurses for screening and referral of health problems and maids to clean the newly integrated schools. These supplementary services alleviated some of the fears expressed by those parents, especially whites, who fought integration; they could be sure that all the title I children attending school would receive remedial or corrective health care and that the facilities themselves would be well-maintained. The noninstructional aspects of the title I program were phased out as Federal and State guidelines became more exact.

In the first 2 to 3 years of the title I program, the large majority of participants were black. Selection was based on test scores, not race, but the scores indicated black students were behind their peers in reading and math achievement. Remedial and summer programs helped close the achievement gaps between blacks and whites.

In the midsixties all Moore County public schools, with the exception of three elementary schools in the district's southern area, qualified for title I funds. At the elementary level each school received an extra teacher and one or two aides to help reduce class size; most often the aides did general clerical work and the title I teacher often worked with both the noneligible and the title I students. Each high school also had a title I program. Union Pines High School set up a learning laboratory which was staffed by a title I aide who had access to a wide variety of supplementary instructional materials and equipment. At North Moore High School a title I teacher and aide used two trailers for special classes in English; groups of 15, or fewer, low-achieving students received additional personalized instruction for an hour daily.

The county also used title I funds to operate a summer school program for high school students. The summer school not only offered make-up courses but it also offered enrichment and cultural classes. County administrators believe that the 1969 summer school session at Pinecrest High School eased the desegregation process that fall; 600 to 700 students, about 20 percent of the student body, were exposed to an integrated environment and the new, open classes held that summer.

When title I coordinator Kirby Watson joined the county's administrative staff in 1967, he had to consolidate three title I programs—the county's and those from the newly merged Southern Pines and Pinehurst school districts. A countywide student needs assessment indicated that the first priority was reading, math was second. The Title I coordinator met individually with each school principal to explain the proper use of title I funds (arguing against the use of title I aides and teachers for general assignments) and to encourage the establishment of a reading center at each title I school.

In 1970 Moore County dropped the title I program at its three high schools, concentrating all resources at the elementary level.

After Desegregation

Moore County public schools receive approximately $300,000 annually under title I. Administrators have identified "Improving Communication Skills" as the main thrust of the title I program, with reading improvement the discipline selected for concentration. The program's main component is a remedial reading project with reading centers in 15 elementary schools.

Supportive services include a home-school coordinator, a tutoring program, and health services. In 1973–74, title I provided services to 1,477 public school children and 23 private school children in the county. At that time, the county had a total of 4,495 students eligible to receive title I services.

Fifteen teachers and 15 aides—1 teacher and 1 aide for each center—provided remedial reading instruction for more than 1,000 students during the school year. All participating students were a year or more below their grade level in reading achievement, according to scores made on the Iowa Basic Skills Test, or had repeated at least one grade or more or had failed language arts during a 6-week academic period. The remedial reading program is discussed in detail on page 70.

The home-school coordinator, who is the link between the participating title I student and the home, tries to diagnose and eliminate noninstructional problems which prevent a child from learning to read. A countywide needs assessment questionnaire indicated that 575 of the 1,500 participating title I students had home-school adjustment problems, including emotional problems, clothing and health needs, and poor school attendance records. The home-school coordinator, who has an associate degree in mental health, visits students' homes and maintains contact with various community organizations which can provide medical, dental, and psychological services and clothing if needed. Title I funds are used to provide these supplementary services if they are unavailable from other sources.

An examination of title I students' health forms, which are part of their permanent record, indicated that 3,782 children had minor to serious health problems, most of them dental. The county school nurse screens title I students and notifies the parents of their child's health problems. If a child's family cannot pay for health care, the parents are then referred to the county's Social Service Department. Title I program funds are used for medical treatment only if no other funding is available.

The tutoring component of the title I program is a supplement to the remedial reading program. Second, third, and fourth graders who have not mastered first-grade primers are assigned to a volunteer tutor or the reading aide for 15 minutes daily. The tutor, working under the supervision of the title I reading teacher, uses programed materials such as the MacMillan Reading Program or the Ginn Basic Reader. The tutoring project is designed to prevent further reading difficulties and alleviate the need for remedial instruction.

Title I Budget

In 1973–74, Moore County title I budget totaled $320,926.00; the funding could be increased, dependent on the Federal appropriation for the title I program.

The itemized budget was:

Administration	$ 24,355
Salaries	(19,980)
Contracted Services	(4,375)
Instructional Salaries	222,980
Inservice Education	6,924
Audiovisual Materials	3,000
Teaching Supplies	1,500
Health Services	2,000
Pupil Transportation	900
Plant Maintenance	1,236
Fixed Charges	43,710
Community Services	9,382
Indirect Costs	5,029

The Remedial Reading Program

Involving Parents and Community

Moore County's title I advisory committee has 11 members, all parents of title I children. The reading teacher at each participating school asked the students for parent volunteers to serve on the council; the principal of the school (or where there were both an elementary and middle school in an attendance area, the two principals jointly) then selected a parent to serve.

The council meets 4 times a year—usually in September, November, February, and June—to discuss the title I program and make recommendations. The title I coordinator and home-school coordinator attend all council meetings.

In addition, each Moore County public school has an advisory council appointed by the board of education. Members are appointed for 1 year, but they may be reappointed for 2 consecutive years, for a maximum 3-year term. Each school board meets monthly to discuss school problems and programs, including title I; minutes of these meetings go to the county board. The advisory councils act as community sounding boards, as well as advisors to the local school principals.

The county board of education lost a great deal of community support during the desegregation process. To regain some of this support the board organized the Friends of Public Education in 1970 and appointed a 76-member steering committee. Members of the committee visited every PTA, book club, demonstration club, and civic organization in the county. They explained the school program and handed out cards on which citizens were asked to comment —both good and bad—on the schools. The critical and complimentary comments were forwarded, without names, to department heads and principals for consideration and possible action. The Friends of Public Education were so successful that the county commissioners, prompted by displays of public support, upped the school budget $286,000 in 1971. The group also recruited parent and community volunteers to work in the classrooms. See appendix C-3 on page 78 for excerpts from the brochure used in this recruitment effort.

Needs Assessment

The title I advisory committee sponsored a confidential needs assessment of all title I students in spring 1972. Classroom and reading teachers were asked to jointly fill out a form on each title I student (see appendix D-3 on p. 79); the reading teacher then compiled the answers and made out a schoolwide needs assessment. The title I coordinator tabulated countywide totals (see appendix E-3 on p. 80). Test scores, promotion and retention records, and student health forms were also used to assess students' needs. The advisory committee ranked the needs of Moore County title I students for the 1972–73 school year as follows:

1. To improve the reading ability of educationally deprived children during the regular school term. Of the 5,573 students tested, 3,216 were one or more years below grade level in reading. Of the underachievers, 379 had failed one or more grades and 920 had received one or more failing grades for language arts during a 6-week grade period.
2. To provide dental, medical, clothes, and social services to educationally deprived students as supportive components to the reading program during the regular school year. Of the 5,573 students surveyed: 263 were emotionally handicapped; 343 were mentally handicapped; 137 were physically handicapped; 260 had poor school attendance records; 2,200 had dental problems; 1,500 had medical problems; 2,034 needed school clothes; and 2,239 had family-school related problems. Classroom teachers reported such problems contributed to a child's inability to read.
3. To improve social experiences of educa-

tionally deprived students as a supportive component to the reading program.
4. To improve the educational opportunities of all 5-year-old educationally deprived children in Moore County.
5. To provide summer school programs for educationally deprived students.

The county had enough title I funds to deal with the needs detailed in items 1 and 2.

Establishing Specific Objectives

The specific objectives for Moore County's title I program in 1973–74 was: Target children in grades 1–8 will show an average comprehensive improvement of 1 year and 2 months on the Gates-MacGinitie Reading Test after receiving 9 months supplemental instruction using a language experience approach. In 1972–73, the last year for which evaluation data are available, the objective was a 6-month gain after 7 months of instruction.

Selecting the Staff

All teachers in the Moore County public schools hold Class A certificates from North Carolina. Most of the reading teachers in the title I program were selected by school principals from among the regular faculty; all belong to the International Reading Association.

Each reading teacher has a title I aide who does all the clerical work for the projects and helps supervise instructional activities. The aide must have a high school diploma; many have 1 year or more of college.

The county's three-member personnel council tries to group a white teacher with a black aide or a black teacher with a white aide whenever possible.

Training the Staff

Each summer Moore County uses title I funds to sponsor a 5-day workshop for reading teachers and aides. The teachers request the subject they want discussed. In 1969, the first year the inservice training was held, the workshop topic was "Setting Up a Remedial Reading Center." In the summers of 1970 and 1971 the teachers concentrated on "Diagnosing Reading Difficulties." In 1972 and 1973 individualized instruction was emphasized.

Teachers and aides receive a $75 stipend for attending these workshops. Consultants are available from North Carolina school districts and from representative programs across the country to discuss the workshops' topics and to stress both theory and practice. The workshops' agenda allowed time for questions and answers and discussions among the teachers and aides.

Selecting Participants

Title I students must fall into one of three categories to participate in the remedial reading program:

1. They must have scored one year or more below their grade level in reading achievement on the countywide administered Iowa Basic Skills Test.
2. They must have repeated one grade or more.
3. They must have failed language arts for a 6-week grading period.

The principal at each title I school designates a target grade or grades—usually the third, fourth, and/or fifth grade. When all students in the above categories from these grades have begun remedial reading instruction, more students from other grade levels may be added if classroom space permits. Priority is usually given to students who are repeating a grade. Most reading teachers work with an average of 50 to 60 children. Participants are continually tested, using a basic reading skills checklist developed and refined by the reading teachers during the 1970 and 1971 workshops. (See appendix F-3 on page 81.)

Classroom teachers also use the checklist to group children according to skills. As soon as the reading teacher knows a child is reading on his grade level, the child goes back to the classroom and another child is admitted to the remedial reading program. (See appendix G-3, on page 83.)

Scheduling Participants

The reading teachers and their aides work with groups of 10 or less students for periods of 30 to 40 minutes a day. The students are grouped according to their reading problems. Once selected for the program, each student is given the Spache Diagnostic Reading Test to determine his specific reading needs. The reading centers use programed materials which the child can work with on his own. These materials include the Hoffman and Science Research Associates (SRA) reading programs, the Imperial Tape reading program, and teacher-made reading drill sheets. Appendix H-3 (page 85) lists, describes, and gives the cost of all equipment and teaching materials which were purchased with title I funds for Moore County's reading teachers and aides from 1966 to 1973, inclusive.

The schedules for the remedial reading program vary at each school; however, they are usually a variation of the following:

M–T–W–Th–F

1. 8–8:30 a.m.
   Preschool planning
   8:30–9:15
   20 reading students
2. 9:15–10 a.m.
   20 reading students
3. 10–10:15 a.m.
   20 reading students
4. 10:45–12 a.m.
   20 reading students
5. 12–12:30 p.m.
   Lunch
6. 12:30–1:15 p.m.
   20 reading students
7. 1:15–2:30 p.m.
   Conference with classroom teacher
8. 2:30–3:30 p.m.
   After-school planning

Supplemental Support

Countywide testing indicated that many title I students were performing below grade level in math as well as reading; however, title I funds were insufficient to meet both needs. Many of the underachieving students were black. As a result, the county received a grant under the Emergency School Assistance Program (ESAP) to close the achievement gap between blacks and whites in math at six intermediate schools. Each school has a math lab staffed by a teacher and aide.

ESAP has also provided funds for the Friends of Public Education effort, kindergarten programs, public relations activities, and student human relations projects.

Moore County also receives funds under a number of other Federal programs. Title II ESEA provides money for school libraries. A title III ESEA grant is used for a staff differentiation project at Pinecrest High School made up of 6 additional professional staff members, 7 paraprofessionals, 17 student aides, and many volunteer students who participate in the program.

Project CARE (Child Advocacy for Relevant Education) is a cooperative venture between the Moore County public schools, Sandhills Mental Health Clinic, the State Department of Public Instruction, and the State Department of Human Ecology. It uses an open education approach at two elementary schools to develop within children a tolerance for differences in themselves and others, a positive attitude toward learning, and sociological acceptance of change.

Evaluation

Moore County public schools administer standardized achievement tests to all students in May of each year. The previous year's test scores are used as pretest scores; the current year's tests are considered posttests. Table 7 is a summary of the scores made countywide on the Metropolitan Achievement Test and Iowa Basic Skills Test for fiscal year 1973.

TABLE 7.—*Countywide Averages on Standardized Tests, Fiscal Year 1973*

Grade	*Pretest*	*Posttest*	*Gain*
2	1.7	2.7	+1.0
3	2.5	3.4	+0.9
4	3.3	4.1	+0.8
5	4.1	5.1	+1.0
6	5.0	6.0	+1.0
7	6.0	6.9	+0.9
8	6.8	7.7	+0.9

The data for grades two, three, and four are not comparable; the Metropolitan Achievement Test was used as the pretest and the Iowa Basic Skills Test for the posttest. In the other grades the Iowa test was used for both pretesting and posttesting.

Table 8 gives similar data for the more than 1,500 students who participated in the title I remedial reading program during the 1972–73 school year. Table 9 gives a more detailed breakdown of these data.

TABLE 8.—*Averages for Title I Students on Standardized Tests, Fiscal Year 1973*

Grade	*Pretest*	*Posttest*	*Gain*
2	1.3	2.2	+0.9
3	2.1	2.5	+0.4
4	2.3	3.1	+0.8
5	3.1	4.3	+1.2
6	4.0	5.3	+1.3
7	4.7	5.7	+1.0
8	5.6	6.6	+1.0

The data in these tables indicate that, with the exception of grade three, the title I program achieved its objective of raising participants' achievement scores an average of 0.6 year for 7 months of instruction. In grades five through eight the growth of title I students surpassed that of nontitle I students.

Title I students also took the Gates-MacGinitie Reading Test, the pretest being administered in October 1972 and the posttest in May 1973. Table 10 gives the results of these tests. Participating students in grades 2 through 8 showed an average growth in reading achievement of 1.1 years. It should be remembered that students who advance to within one year's grade level in reading are dropped from the program, and the next lowest reading achiever is brought to the center for remedial instruction. The average gain indicated on the Gates-MacGinitie Reading Test thus would be somewhat higher if all beginning students remained with the program the full year.

For additional information, contact:

Director, Title I ESEA
Moore County Schools
Box 977
Carthage, N.C. 28327
Phone: (919) 947-2976

TABLE 9.—*Standardized Test Results for Title I Students, Fiscal Year 1973*

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)					(10)
								Number of students (Percentile ranks)					
Grade	Number schools	Month and year	Name of tests and subtests	Test level	Test form	Mean score	Number tested	1–10	11–25	26–50	51–75	76–99	Pretest and posttest
1	3	5–72	Metropolitan	Prim I	F	1.2	12	11	1	0	0	0	Pre .5
1	3	5–73	Iowa Basic Skills	7	6	1.7	26	4	7	7	8	0	Post
2	8	5–72	Metropolitan	Prim I	F	1.3	146	51	51	33	11	0	Pre .9
2	9	5–73	Iowa Basic Skills	8	6	2.2	178	29	55	68	17	9	Post
3	9	5–72	Metropolitan	Prim II	F	2.1	237	89	77	57	14	0	Pre .4
3	10	5–73	Iowa Basic Skills	9	6	2.5	235	110	65	42	14	4	Post
4	8	5–72	Metropolitan	Prim III	F	2.3	174	77	58	36	3	0	Pre .8
4	9	5–73	Iowa Basic Skills	Multi	6	3.1	179	96	38	38	7	0	Post
5	8	5–72	Iowa Basic Skills	Multi	4	3.1	183	62	72	38	8	3	Pre 1.2
5	7	5–73	Iowa Basic Skills	Multi	6	4.3	199	58	63	55	17	6	Post
6	6	5–72	Iowa Basic Skills	Multi	4	4.0	128	41	54	24	5	4	Pre 1.3
6	6	5–73	Iowa Basic Skills	Multi	6	5.3	157	52	35	51	13	6	Post
7	4	5–72	Iowa Basic Skills	Multi	4	4.7	78	44	25	8	1	0	Pre 1.0
7	4	5–73	Iowa Basic Skills	13	6	5.7	89	33	29	22	4	1	Post
8	2	5–72	Iowa Basic Skills	14	4	5.6	54	26	15	12	1	0	Pre 1.0
8	2	5–73	Iowa Basic Skills	14	6	6.6	39	6	14	14	5	0	Post
									Average Gain				.9

TABLE 10.—*Title I Students' Scores for Pretests and Posttests on the Gates-MacGinitie Reading Test, Fiscal Year 1973*

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)					(10)
Grade	Number schools	Month and year	Names of tests and subtests	Test level	Test form	Mean score	Number tested	Number of students (Percentile ranks)					Pretest and Posttest
								1–10	11–25	26–50	51–75	76–99	
1	2	5–73	Gates-MacGinitie	A	1	1.5	13	1	3	8	1		
		10–72		B	1	1.2	188	85	49	48	6		
2	9	5–73	Gates-MacGinitie	B	1	1.9	185	100	64	18	3		.7
3	10	10–72		C	1	1.6	255	137	83	33	2		
		5–73	Gates-MacGinitie	C	1	2.4	264	129	86	42	7		.8
4	9	10–72		D	1	2.1	177	96	60	19	2		
		5–73	Gates-MacGinitie	D	1	2.9	187	111	45	28	3		.8
5	7	10–72		D	1	3.2	199	73	67	56	3		
		5–73	Gates-MacGinitie	D	1	4.2	185	63	51	61	10		1.0
6	6	10–72		D	1	4.0	171	53	62	46	10		
		5–73	Gates-MacGinitie	D	1	4.7	163	53	49	47	14		.7
7	4	10–72		E	1	3.4	88	53	27	8			
		5–73	Gates-MacGinitie	E	1	5.0	88	34	24	24	6		1.6
8	2	10–72		E	1	5.2	32	9	10	7	6		
		5–73	Gates-MacGinitie	E	1	7.3	31	2	9	12	8		2.1
										Average Gain			1.1

Appendix A–3

MEMORANDUM TO PARENTS, WITH SCHOOL ASSIGNMENT REQUEST FORM FOR 1965–66 SCHOOL YEAR

To : All Parents Having Children Attending Moore County Schools
From : The Moore County Board of Education
Subject: Civil Rights Act of 1964

In compliance with the Civil Rights Act of 1964, the Moore County Board of Education hereby informs you of your right of choice to select the school in a designated attendance area that you wish you child to attend during the 1965–66 school year.

You must properly fill in the attached sheet and return it to your child's homeroom teacher between the dates of April 6, 1965, and April 20, 1965.

The same form must be submitted to the local school for all children who will be six years old on or before October 16, 1965. This form may be obtained from the local principal's office.

After receiving these forms, the Moore County Board of Education will exercise its responsibility in making final decisions subject to the availability of physical facilities with no decision being based on race, color, or national origin. Notification of the Board's decision concerning school assignments will be made prior to the close of the 1964–65 school year.

SCHOOL ASSIGNMENT REQUEST FORM

______________________________ ______________
Present School *Grade*

Child's Name ____ ______________
Last *First* *Middle* *Age*

Child's Residence ____

Parent or
Guardian Name ______________________________ Address ______________________________

______ Check here if satisfied with present school

If change is desired, please indicate school choice which is within
your attendance area ____

Signature of Parent:

____

Appendix B–3

LETTER TO PARENTS EXPLAINING DESEGREGATION PLAN FOR 1966–67 SCHOOL YEAR

MOORE COUNTY
BOARD OF EDUCATION
POST OFFICE BOX 247
CARTHAGE, NORTH CAROLINA 28327

April 6, 1966

DEAR PARENT:

Our community has adopted a school desegregation plan. We will no longer have separate schools for children of different races. The desegregation plan has been accepted by the U.S. Office of Education under the Civil Rights Act of 1964.

The plan requires every student or his parent to choose the school that the student will attend in the coming school year. It does not matter which school the student is attending this year, and it does not matter whether that school was formerly a white or a Negro school. You and your child may select any school you wish.

A choice of school is required for each student. A student cannot be enrolled at any school next school year unless a choice of school is made. This spring there will be a 30–day choice period, beginning April 7, 1966, and ending May 7, 1966.

A choice form listing the available schools and grades is enclosed. This form must be filled out and returned. You may mail it in the enclosed envelope or deliver it by hand to any school or to the address above any time during the 30-day choice period. No one may require you to file your choice form before the end of the choice period. No preference will be given for choosing early during the choice period.

No principal, teacher, or other school official is permitted to influence anyone in making a choice. No one is permitted to favor or penalize any student or other person because of a choice made. Once a choice is made, it cannot be changed except for serious hardship.

Also enclosed is an explanatory notice giving full details about the desegregation plan. It tells you how to exercise your rights under the plan, and tells you how teachers, school buses, sports, and other activities are being desegregated.

Your school board and the school staff will do everything we can to see to it that the rights of all students are protected and that our desegregation plan is carried out successfully.

Sincerely,
s/R. E. LEE, *Superintendent*

Appendix C–3

EXCERPTS FROM RECRUITMENT BROCHURE FOR PARENT VOLUNTEERS IN MOORE COUNTY, N.C.

• • • • • • • •

There is no more important aspect of education than the newly instituted practice of utilizing parent and citizen volunteers both in the classroom and on advisory councils.

There is no finer tribute that you, as a volunteer of your time, talent and energies, can make to the total education of the children in Moore County. They need you and the Moore County School System both needs you and welcomes you as a volunteer worker in the schools.

Communities are beginning once again to sincerely support the schools after undergoing a decade of turmoil, much uncertainty and doubt, and numerous controversies.

The time has come for clear direction to replace turmoil, bold efforts to take the place of uncertainty and doubt and a reassessment of our needs to replace the controversies within the public schools. We think that you can help us achieve these goals in your capacity as a Friend of Public Education.

Moore County Schools need volunteers to help relieve teachers of non-teaching duties, help provide supplemental work, help further motivate children, and by their presence and concern in the classroom, encourage and stimulate support of the schools within our communities. There are many ways in which volunteers can accomplish these goals.

A volunteer helps by being where needed. A volunteer can help generally, in subject areas or by providing enrichment.

Aides help with lunchroom duty, playground and hall duty. They aid faculties with registration, fee collection and grading papers. Aides make posters, displays and bulletin boards. They perform numerous and varied clerical duties. They do things that need to be done, whether it is to assist a little one with putting on his coat, helping a public health nurse check a child's hearing, or aiding a senior who is behind in his math.

Aides listen! They listen to children who need oral reading practice; they listen and converse with the teacher in order to improve instruction for a problem child, a retarded child, or a gifted child, all of whom need both the basics and specialized attention.

Through your confidence and friendship, you, as a volunteer, can help by providing enrichment. Perhaps you might speak to a class about a particular subject in which you have expertise. You might want to share your artistic abilities, your craftsmanship, your musical or dancing abilities, or perhaps your ability to bake a cake, with the students. You might have been on an interesting trip which the children would enjoy listening to or perhaps you have slides or movies they would like to see. The list of ways in which volunteers help is endless, limited only by the imagination and creativity of the situation at hand.

As a conscientious helper, you will become a professional volunteer if you follow suggestions that the Moore County School System has found to work in the past. You would not be volunteering if you did not love children and support the schools. This is the first prerequisite to becoming a volunteer.

Simple suggestions, if followed, will make your experiences in the classroom rewarding. First, learn as many names of the children as possible and call them by name at each opportunity.

Plan realistic goals with the children that are not too high, and keep your own expectations few, short and clear. Leave the technical job of teaching to the teacher, but share of yourself and your own experiences that may be of interest to the age group and always keep in mind that children love praise, so encourage them even for small successes.

You must observe all rules that are applicable to you as a member of the Moore County School System. Students become confused if adult behavior is inconsistent; therefore we urge you to read a faculty handbook and adhere to all the rules and regulations necessary to the proper functioning of a school plant. Each of the 19 schools within the system operate under the policies of the Moore County Board of Education.

Appendix D–3

CONFIDENTIAL NEEDS ASSESSMENT SURVEY OF TITLE I STUDENTS, SPRING 1972

Present Date ______________________________

Name of School ______________________________

Name of Student ______________________________ Boy____ Girl____

Present Grade ______________________ Age________

Name of Parents ______________________________

Address ______________________________

Family Income (if economically deprived) ______________________________

Student:

Latest IQ Score ______________

Name of Test ______________________________ Date given ______________

Standardized Test Scores:

Name of Test ______________________________

1971 Scores ______________________

1972 Scores ______________________

Slosson Oral Reading:

Pretest: Date and Score ______________________________

Posttest: Date and Score ______________________________

A. Has this child been retained a year or more in school ____yes ____no

B. If yes, how many years __________

C. If no, has the child ever failed a subject? ____yes ____no. If yes, name subject ______________

Does this child present evidence of maladjusted social behavior which may interfere with their success in school? (Teacher's judgement) ____yes ____no

Is this child emotionally, mentally or physical handicapped? ____yes ____no

Indicate handicap ______________________________

Is this child's school attendance satisfactory? ____yes ____no

If no, indicate number of days missed __________

Does this child present evidence of future unsatisfactory school adjustment because of environment background? ____yes ____no

Travel experience for present year:

- Visited in County ____yes ____no
- Visited outside of county but within State ____yes ____no
- Visited in other States(s) ____yes ____no
- Visited outside U.S. ____yes ____no

Does this child receive a free or reduced price lunch? ____yes ____no

Has this child received clothes under title I or other agencies? ____yes ____no

Has this child received medical treatment under title I or other agencies ____yes ____no

Has this child received dental treatment under title I or other agencies ____yes ____no

A. Has this child received special music training under title I (band, glee club, chorus)? ____yes ____no

B. Has this child ever received any special (private) training in the arts (piano, dancing, voice, etc.) ____yes ____no

Did this student attend a kindergarten program? ____yes ____no

Did this student attend a nursery program? ____yes ____no

Did this student attend summer school last school year? ____yes ____no

Did this student participate in the special title I reading program? ____yes ____no

Appendix E–3

COUNTYWIDE DATA FROM NEEDS ASSESSMENT SURVEY OF TITLE I STUDENTS, 1972–73 SCHOOL YEAR

1. Name of School Moore County Schools
2. Total number students 5,537 Boys 2,271 Girls 2,746
4. Number students from families whose income is $3,000 or less 2,154
5. IQ (Record Number) 50–69, 227; 70–89, 1,115; 90–109, 1,127; 110–119, 350; 120–up 69
TMR under 50 IQ 20
6. School's average standardized test scores ____________________
7-9. A. Number students retained 1 year 571 2 years or more 90
B. Number students failing one or more subjects 1,334
10. Number students maladjusted 575
11. Number students handicapped: emotionally 263; mentally 343; physically 137
12. Number students with unsatisfactory attendance 260
13. Number students visited in county 3,721; outside county but within State 3,256; visited in other State(s) 1,913; visited outside U.S. 117
14. Number free or reduced lunches 2,251
15. Number receiving clothes 87
16. Number receiving medical treatment 91
17. Number receiving dental treatment 106
18. Number attending kindergarten 1,225
19. Number attending nursery 454
20. Number attending summer school 475
21. Number participating in title I reading program 1,177

Appendix F-3

CHECKLIST OF BASIC READING SKILLS FOR MOORE COUNTY'S TITLE I STUDENTS

Name________________________ Grade________ Exam. Date____________

Sex______ Birthdate______________ Total Number of Years in School____________

			Adequate	*Needs Review*	*Inadequate*
II	**a1.**	*Write Alphabet*	0	1	2
	a2.	*Recite Alphabet* a b c d e f g h i j k l m n o p q r s t u v w x y z	0	1	2
	a3.	*Capital Letters* A E I O U Y W R B K D N T F X V C H J M Z S Q L P G	0	1–2	3
	a4.	*Lower Case Letters* a e i o u y w r b k d n t f x v c h j m z s q l p g	0	1–2	3
	Vc6.	*Reversal Tendency—(Read or Match Words)* no was keep stop on saw peek spot peek saw on spot keep was no stop	0	1	2
II	**a1.**	*Single Consonants, Beginning* bat dat fat hat jat kat lat mat nat pat rat sat tat vat wat yat zat	0	1	2
	a2.	*Single Consonants, Ending* tab tad taf tak tal tam tap tas tat tax	0	1	2
	b1.	*Consonant Blends, Two Sounds* clat blat glat flat plat slat brat crat drat frat grat prat trat skat snat smat spat stat swat twat			
	b2.	*Consonant Blends, Three Sounds* scrat splat strat squat thrat sprat	0	1	2
	c1.	*Consonant Digraphs, One Sound* chand shand wrand knand ock	0	1	2
	c2.	*Consonant Digraphs, Two Sounds* thand whand quand	0	-	1
	d1.	*Short Vowels* fav mut vim lox mel	0	1	2
	Ib3.	*Auditory Recognition of Short Vowel Sounds* ebb ubb ibb abb obb	0	1	2

			Adequate	Needs Review	Inadequate
III	d2.	*Silent "e" Rule* tide tude tade tede tode tyde	___ 0	___ 1	___ 2
	d3.	*Two Vowel Rule* beek sain tay toan tow	___ 0	___ 1	___ 2
	d4.	*"r" Controlled* zur zar zer zor zir	___ 0	___ 1	___ 2
	d5.	*Vowel Digraphs* taw plau	___ 0	___ -	___ 1
	d6.	*Diphthongs* toil soy kow	___ 0	___ -	___ 1
	e.	*Consonants With Two Sounds, C & G* cin can cen con cyn cun	___ 0	___ 1	___ 2
		gin gan gen gon gyn gun	___ 0	___ 1	___ 2
	f2.	*4th Grade* *Common Prefixes* inbat unbat rebat nonbat exbat misbat prebat	___ 0	___ 1	___ 2
	f3.	*Common Suffixes* battest batted batty batment batting battion	___ 0	___ 1	___ 2
	f4.	*Syllabication* tabber simkan kreton trible	___ 0	___ -	___ 1

Appendix G–3

CLINICAL EVALUATION OF TITLE I STUDENTS' READING PROGRESS

Name____ Sex________ Grade________ Birth Date________

√ Adequate for Grade Level
— Needs Review
× Indaequate for Grade Level

First Test Date
Last Test Date

I. Auditory Discrimination
  A. Rhyming words
    ________ 1. Words that sound alike
    ________ 2. Words that sound different
  B. Letter sounds
    ________ 1. Auditory recognition of single consonant sounds
    ________ 2. Auditory recognition of consonant blends
    ________ 3. Auditory recognition of short vowel sounds

II. Skills of Word Recognition
  A. Knowledge of alphabet
    ________ 1. Ability to write alphabet
    ________ 2. Ability to recite alphabet
      a b c d e f g h i j k l m n o p q r s t u v w x y z
    ________ 3. Ability to recognize capital letters
      A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
    ________ 4. Ability to recognize lower case letters
      a b c d e f g h i j k l m n o p q r s t u v w x y z
  B. Vocabulary
    ________ 1. Dolch sight words (220)
    ________ 2. Basal sight vocabulary if knows words on grade level—he's adequate

II. Skills of Word Analysis
  A. Application to single consonant sounds
    ________ 1. Initial consonants (b-d-f-h-j-k-l-m-n-p-r-s-t-v-w-y-z)
    ________ 2. Final consonants (b-d-f-k-l-m-n-p-s-t-x)
  B. Application of consonant blends
    ________ 1. Two (cl-bl-gl-fl-pl-sl-br-cr-dr-fr-gr-pr-tr-sk-sn-sm-sp-st-sw-tw)
    ________ 2. Three (scr-spl-spr-str-squ-thr)
  C Application of consonant digraphs
    ________ 1. One sound (ch-sh-ph-wr-kn-ck) (*chair, she, phone, write, knee, back*)
    ________ 2. Two sounds (th-wh-qu) (*thumb, wheel, queen*)
  D. Application of vowel sounds
    ________ 1. Short vowels (a-e-i-o-u) (*at, egg, it, ox, us*)
    ________ 2. Silent "e" rule (*hope, make*)
    ________ 3. Two vowel rule (*rain, boat*)
    ________ 4. "R" controlled (ar-er-ir-or-ur) (*far, her, fir, for, fur*)
    ________ 5. Digraphs (au-aw) (*August, saw*)
    ________ 6. Diphthongs (oi-oy-ow) (*oil, boy, cow*)
  E. Application of consonants with two sounds
    ________ 1. C hard sound (k) (*cat*)
    ________ 2. C soft sound (s) (c-e, i, or y-s) (*cent, city, bicycle*)
    ________ 3. G hard sound (g) (*goat*)
    ________ 4. G soft sound (j) (g-e, i, or y usually -j) (*gem, giant, gypsy*)

F. Structural analysis

__________ 1. Recognition of root words (order)
__________ 2. Recognition of prefixes (*re*order)
__________ 3. Recognition of suffixes (order*ed*)
__________ 4. Syllabication principles *happy, elbow* (vc/cv), *iron* (v/cv) *Table* (le)

IV. Comprehension Skills

A. Literal

__________ 1. Recalling of details
__________ 2. Recalling sequences of ideas

B. Interpretative

__________ 1. Stating the main idea
__________ 2. Making inferences
__________ 3. Drawing conclusions
__________ 4. Critical reading

V. Clinical Observations (checked if observed)

A. Ocular skills

__________ 1. Loses place easily

Base checks on materials they could
do instead of where they broke down.

__________ 2. Points to words while reading
__________ 3. Moves head while reading

B. Speech

__________ 1. Vocalizes while reading
__________ 2. Reads too softly
__________ 3. Enunciates poorly

C. Types of errors

__________ 1. Omission of words

Observe these while giving Spache
and other informal tests.

__________ 2. Substitution of words
__________ 3. Addition of words
__________ 4. Omission of endings
__________ 5. Neglecting use of context clues
__________ 6. Reversal of words from checklist II Vc 6
__________ 7. Repetition of words
__________ 8. Failure to use word attack skills (guessing)
__________ 9. Words added
__________10. Self-correction
__________11. Addition of endings

D. General observations

__________ 1. Shows signs of tension
__________ 2. Reads fluently but does not understand
__________ 3. Fails to follow simple directions
__________ 4. Displays poor attitude toward reading
__________ 5. Reads word by word
__________ 6. Ignores punctuation
__________ 7. Depends too heavily on context clues
__________ 8. Short attention span

The preceding information was determined by the following sources:

Do these __________ Spache Diagnostic Reading Scales
with __________ Individual Inventory
check marks __________ Developmental Checklist

The pupil has been found to have a

__________ Word Recognition Ability
Spache { __________ Oral Level
__________ Silent Level

__________ Slosson Oral (SORT)
__________ Slosson IQ
__________ Gates-MacGinitie

Appendix H-3

QUANTITY, DESCRIPTION, AND COST OF EQUIPMENT PURCHASED WITH TITLE I ESEA FUNDS, MOORE COUNTY, N.C., 1966–73

QUANTITY	CODE	DESCRIPTION	COST
1		Hi-Hat (w/2 14" Cymbals)	$ 57.15
2		Piccolos	303.85
1		Studio Piano	600.70
1		Euphonium (w/silver finish)	235.37
44		Mouthpieces	131.27
2		Stock Trombones	250.00
6 pr.		Beaters	27.40
10 boxes		Reeds	52.08
21		Clarinet Ligatures	16.60
1		14" Beater Head	6.34
1		Snare for Concert Drum	2.88
20		Drum Pads	66.74
20		Drumsticks	20.60
149		4–Drawer File Cabinets	8,054.40
8		Card Catalog Cabinets	1,006.26
4	730A	Fidelity Steel Cabinets	159.80
1		Audiovisual Bus	3,867.62
6	1230–2B	Tables 96" x 42"—Plastic Top	1,580.72
1		Table 144" x 48"—Plastic Top	499.65
60		Upholstered Arm Chairs	2,507.35
4		Swivel Arm Chairs	290.72
6		Office Desks	971.50
1		Card Catalog Cabinet	205.74
1		Step Stool	17.77
1		Magazine Shelving	71.84
1		4–Drawer File Cabinet (wood)	204.97
14		4–Drawer File Cabinet (steel)	780.09
2		2–Drawer File Cabinet on Rollers	112.52
1		Base for 30–Drawer File Cabinet	15.30
1		Calculator	445.48
1	1230–2–C2	Aud-x Listening Disks	45.00
1		Aud-x Lesson Book	1.60
5		Previewers	107.70
4		Projector (with headset, jackbox, listening center, and speaker)	2,079.40
12		Visual Cartridge Sound-on-Sound Slide Trays	550.02
4		Headsets (with air cushion) 1–HIS900	27.80
4		Jackbox	97.92
4		Listening Center HIS–1 Kit	271.80
4		Speaker HIS–B	65.32
18		Cassette Players	2,261.88
19	1230–2–C3	Spirit Duplicators	7,573.59
3	730A	Typewriter Tables	74.16
8		Trapezoid Tables 30"—24 x 24 x 24 x 48	223.30
6		Trapezoid Tables 29"—24 x 24 x 24 x 48	160.76
1		Lectern Table	20.77
1	1230–2C	Conductor's Chair Stand	61.40
67		Music Stands	466.08
1		Special Mouler School Stand	32.96
18		Desks, 30 x 50	1,373.31
1		Giant Primer Typewriter, 11" Carriage	149.35
9		Controlled Readers	2,552.94
25		Readers	5,137.13
2		Projection Screens—70 x 70	48.49
51		Filmstrip Viewers	499.80
3		Filmstrip Projectors (2 x 2 slide attached)	150.36
1		16mm Motion Picture Projector—Multipurpose	351.23
1		Overhead Propector—Special Purpose	143.67
1		Opaque Projector	218.88
3		Record Players—Audiotronics	182.95
1		Tape Recorder (playback)	94.14
1	1230–2C	Concert Folio Cabinet	142.14
3		Round Tables	124.53
4		Rectangular Tables	156.56
1		Table 36 x 72 x 30—Plastic Top	47.33
54		Chairs, Choral	426.00
24	1230–2–C2	1B Acoustifone Listening Station (w/headphone)	1,184.88
24		Tachestoscope Reading Machines (w/slides)	2,483.52

QUANTITY	CODE	DESCRIPTION	COST
5		Controlled Readers (w/cover)	1,498.65
10		Readers	2,594.80
1		Aud-x Mark 2 Reading Machine	545.90
1		SM132 Jack Box	14.50
1		Aud-x Word Introduction	161.71
2		Aud-x Study Guides	3.70
1		Aud-x Word Introduction	463.50
1		Aud-x GO Volume	2.25
1	1230–2C	All Channel TV Set, 23"	156.05
2		Electric Fans (floor)	63.00
1		Paper Cutter (24" blade, 25 x 25)	24.66
2		Contra Bass Clarinets	769.41
3		Alto Clarinets	571.65
5		28" Comet Batons	21.32
2		Parade Rifles	41.20
2		Drum Carriers	30.49
6		Leg Rests	37.08
11		Band Instruments	158.40
11		Carrying Cases	85.01
350		Chairs, Y–Frame	1,038.24
145		Chairs, 17"—Poly Plastic Seats & Backs	1,052.92
85		Chairs, 15"—Poly Plastic Seats & Backs	617.23
145		29" Unit Tables—Poly Plastic Tops	1,657.79
85	1230 2C	27" Unit Tables—Poly Plastic Tops	971.81
14		Trapezoid Tables, 30 x 30 x 30 x 60	439.09
1		Flute	79.83
1	730B	Audiometer	499.25
1	1230 2H	Water Heater	103.25
1		Potato Cutter	33.99
1		Electric Knife Sharpener	16.43
5	1230 2–C2	Acoustifones, #1048	308.74
5		ATC Recorders, #130	666.93
10		Filmstrip Viewers, #100	184.89
5		Ovens	696.80
5		Hoods	98.80
5		Audio Flash Card Readers	1,390.50
5		Model 10 Omni Tutor (w/overlays)	137.65
5		Record Players, #1810A	344.54
2	1230 2B	Electric Typewriters	1,091.80
1		Electric Adding Machine	209.92
1		Offset Duplicator	2,579.09
2	1230 2C	4 D French Horns	546.52
2		Fiberglass Saxophones	957.90
1		Marimba	250.00
2		Tenor Saxophones	508.82
2		Strobotuner	266.77
2		Electric Metronomes	28.80
8		Parade Drums (w/accessories)	444.82
4		Tenor Drums (w/accessories)	235.88
4		Scotch Bass Drums (w/accessories)	333.92
2 pr.		Tympani	700.40
1		Orchestra Bell	130.30
2		Steel Equipment Stands (42" wide, 48" high)	39.29
11	1230 2–C2	Projector	4,439.16
11		Listening Centers	769.89
12		Audiotronics #130 Cassette Recorder	1,600.62
5		Standard 500RR Filmstrip Projector	295.35
5		70 x 70 Projection Screen	98.40
3	1230 2–C3	Carpets, 12' x 15'	205.77
5		Mobile Storage Units	580.65
1		Mini-Kitchen Unit	41.15
1		Indoor Play Gym	37.03
2		Double Easels	33.99
15		Typewriters, Linea 88	2,043.60
8		Rectangular Tables, 30" x 60"	267.84
8		Trapezoid Tables, 24" x 24" x 48"	212.16
4		Square Tables, 36" x 36"	109.80
4		Round Tables, 48"	164.40
28	1230 C2–C3	11" Chairs	184.52
24		13" Chairs	158.16
8		18" Adult Chairs	61.84
5		Workbenches	309.00
1		Hardwood Blocks	43.26
2		Toy Sinks	74.16
2		Toy Stoves	74.16
2		Toy Refrigerators	74.16
16		Study Carrels	273.56
7	1230 2–C3	Double Wheel Model Wheelbarrows	173.95
7		Scooters	86.10
7		Kindergarten Playplanks	1,031.45
7		Rhythm Band Set	191.45
7		Child-size Rockers	142.10
7		Homemaking Centers (consists of 7 tables & 21 chairs)	508.48
7	1230 2–C3	Music Carts	141.89
7		Steering Wheels (with 2 chairs)	171.85
2		Hideaway Storage Cabinet	218.40
7		Hardwook Block Set	1,297.80
7		Block Bins	284.80
15		Bookracks	919.74
5		Adjustable Double Easels	127.40

QUANTITY	CODE	DESCRIPTION	COST
6		Indoor Play Gyms	224.33
2		30" (width) Range Hood	40.00
7		Terrariums, 10" x 18" x 15½"	205.16
7		Aquarium Kits (with tank)	208.77
7		Animals' Exercise Cage	168.75
	1230		
2	2-C2	Projector	778.00
15		AV Matic Sound Filmstrip Projector	4,331.25
15		Filmstrip Projector Graflex School Master 500	872.98
	1230		
15	2-C2	1430B Record Players	781.63
7		Sand & Water Play Table (with top)	480.34
	1230		
7	2-C3	Balance Elementary Scales (w/weights)	90.48
7		35" Wheel Toy, #2A130	275.10
7		Tricycle, 12 in.	156.10
7		Tricycle, 16 in.	177.10
7		Tricycle, 20 in.	198.10
7		36" Wagons	135.10
7		28" Wagons	93.10
2		Window Drop-In Oven & Surface Unit	280.00
2		Adjustable Chart Stands	22.88

CHAPTER 4.

Searcy, Ark.

The Desegregation Effort

Description of School District

The Searcy (Ark.) Special School District has a population of over 16,000, including more than 11,000 from the city of Searcy; the remainder of the district's population lives in nearby rural areas. The district encompasses 289 noncontiguous square miles with 3 distinct geographic areas. It is 1 of 11 public school districts in White County—the 10th largest county in Arkansas, with a population of nearly 40,000.

Searcy, the county seat for White County, is about an hour's drive by car from Little Rock, Ark. The school district is bisected by White River, with the Ozark Foothills to the west and the flatlands to the east. The western part of the district is primarily agricultural, although the production of traditional crops—cotton, corn, and strawberries—has declined in favor of soybeans, timber, cattle, and poultry. Soybeans and cotton are still the main crops in the eastern flatlands.

The city of Searcy has acquired relatively new industries. These include: nationally known plants for producing washers and dryers, for egg processing, and for packaging okra, squash, and peas; a nationally known office machine division; and a bronze plaque manufacturer. Searcy's school district also has a number of hatcheries and a large frozen food storage plant.

The Special Searcy School District has one high school, one junior high school, and four public elementary schools. Its average per-pupil expenditure is $496. The district also has two private schools: Harding Academy, an affiliate of Harding College and supported by the Church of Christ, has grades 1 to 12; and Morris School, a Catholic school, grades 5 to 9. The nearest public institution for higher education is the Bebe branch of Arkansas State University. Figure 4 depicts the organizational makeup of the Searcy Special School District.

The Arkansas State Department of Education computes Searcy's title I ESEA allocation on 868 eligible children or about 30 percent of the district's student population. About 450 students receive title I services.

History of the Desegregation Effort

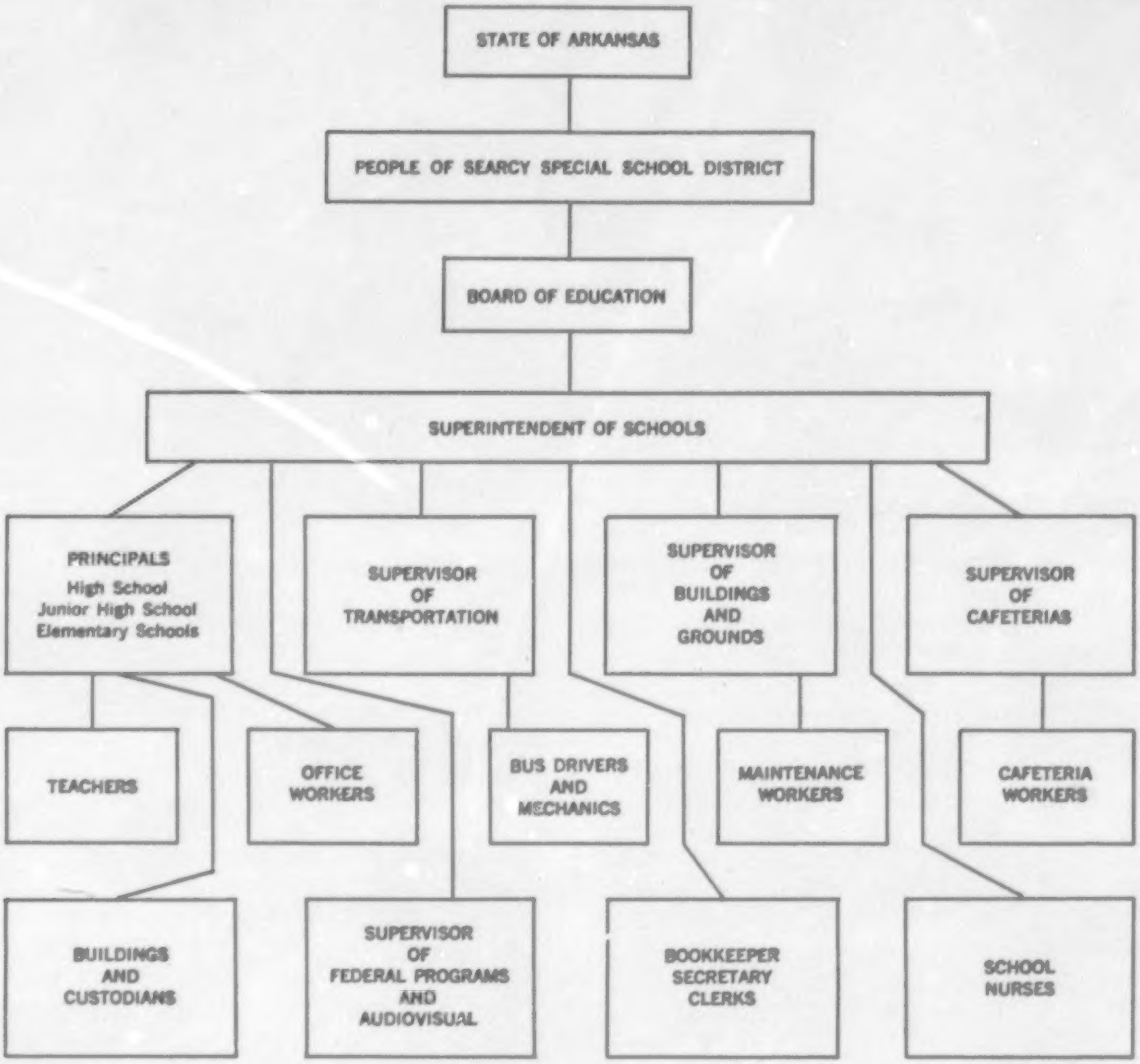
Most of the 385 school districts in Arkansas desegregated voluntarily in the midsixties and late sixties. Searcy was one of the first to do so.

Until 1965, the State concentrated White County's black student population at the county training school in Searcy. The Searcy County district had about 170 students at the school; 5 other districts in the county—Bald Knob, Beebe, Judsonia, Kensett, and McRae—paid tuition to the Searcy district to allow an additional 160 black students to attend the training school. Because students were bused in from several areas, the county was able to send its black students to a State-rated school and, at the same time, maintain a dual school system. The training school had 14 staff members, including the principal; 10 staff members had bachelor's degrees and 4 had master's.

In 1965, James W. Ahlf, who had been superintendent of the Searcy Special School District since 1953, met with the five-member school board to discuss ways of complying with the school desegregation provisions of title VI of the 1964 Civil Rights Act. They agreed to close grades 10–12 at the all-black training school and adopt a freedom of choice plan for students in all grades. Appendix A-4 (p. 100) shows the public announcement of the board's decision, published on May 19, 1965. Under the freedom of choice plan, about 40 blacks attended the Searcy High School in 1965–66; about 15 to 20 black, grade-school children attended previously all-white elementary schools.

Once Searcy closed the high school portion of the training school, the other five school districts were forced to adopt their own desegregation plans because they had no facilities to

FIGURE 4.—*Organizational Structure of the Searcy Special School District*


STATE OF ARKANSAS
PEOPLE OF SEARCY SPECIAL SCHOOL DISTRICT
BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
PRINCIPALS High School Junior High School Elementary Schools
SUPERVISOR OF TRANSPORTATION
SUPERVISOR OF BUILDINGS AND GROUNDS
SUPERVISOR OF CAFETERIAS
TEACHERS
OFFICE WORKERS
BUS DRIVERS AND MECHANICS
MAINTENANCE WORKERS
CAFETERIA WORKERS
BUILDINGS AND CUSTODIANS
SUPERVISOR OF FEDERAL PROGRAMS AND AUDIOVISUAL
BOOKKEEPER SECRETARY CLERKS
SCHOOL NURSES

maintain a dual school system. With the withdrawal of the tuition students from the training school, the school no longer had enough pupils to qualify for a State rating. This factor, and a revised statement of policies for school desegregation plans issued by the U.S. Department of Health, Education, and Welfare, caused the Searcy Special School District Board of Education to reexamine its freedom of choice plan in early 1966.

The board favored a geographic zoning plan which would assign students to schools based on their place of residence without regard to race. Board members discussed the plan with school faculties, PTA's, and local citizens' groups. Three public meetings—two at the junior high and one at the training school—were held to answer questions and discuss alternatives. The school board reported "extraordinary cooperation from both whites and blacks." The chief opposition to the plan, which included using the training school as an integrated elementary school, came from the Arkansas Teacher's Association, a black teachers' group. The association argued against the plan because it involved the dismissal of 6 of the training school's 14 teachers. The six teachers had been hired by the school district to provide for students who came from other districts to attend the training school.

In April 1966 the school board adopted a geographic zoning desegregation plan. School attendance lines were redrawn, with some gerrymandering, to assure about a 4-percent black student population at each public school. The public announcement describing the new geographic zoning desegregation plan was published on April 20, 1966 (see appendix B–4, page 101). Sixty percent of the public school children are now bused; the percentage did not change after desegregation.

Faculty Desegregation

Faculty meetings, principals' meetings, and inservice training sessions for teachers had been desegregated for some time. At the beginning of the 1966–67 school year, faculties at all public schools were integrated. The superintendent assigned the eight black teachers from the training school who remained with the system to other schools in Searcy County, on the basis of certification and background. Three of the eight joined the title I ESEA program. The principal of the training school became the school district's audiovisual coordinator and then assistant principal at Searcy Junior High School.

All of Searcy's 120 teachers attended sensitivity workshops at Jonesboro, Ark.

The Title I Program

Before Desegregation

All public schools in the Searcy school district have always been eligible for title I services. The number of children from families receiving Aid to Families with Dependent Children (AFDC), the data on which the selection of target schools is based, is approximately equal at all schools. Therefore, both black and white students always received title I services, both before and after desegregation.

In the first year of the title I program, 1965–66, Searcy used its Federal compensatory education funds to provide libraries at all elementary schools, including the all-black training school, and to purchase audiovisual equipment.

After Desegregation

By 1966–67, the first year of total desegregation in Searcy and the first full year of operation for the title I program, the school district had shifted its concern from the purchase of equipment and materials to the instructional program. The majority of the title I money, then and in subsequent years, was used for reading. Title I paid the salaries of a reading teacher in each elementary school and in the one junior high. These schools had a remedial reading program. In addition, each elementary school had a teacher's aide, and the district hired two librarians to staff the four elementary school libraries.

Supt. Ahlf said that the title I program helped ease the desegregation process in several ways:

1. For children with special learning problems or other difficulties, extra help was available. Black students attending the previously all-white schools found the atmosphere more competitive; those who needed remedial instruction to perform on a par with their peers received it. Students with clothing, health, or dental problems also received help.
2. The desegregated title I staff was able to help other staff members understand children who were having trouble adjusting to the new learning environment.
3. The addition of resource personnel funded under title I gave classroom teachers the extra support they needed during the transition period.

In 1973–74

Searcy's title I program in the 1973–74 school year had 5 components and served about 450 children, 40 of them black. The bulk of the program, in terms of both staff and expenditures, concentrated on reading and mathematics. The district's four elementary schools and its junior high have resource centers; a team of five reading teachers staff the five centers. The reading project will be discussed in greater detail on page 96. Two math teachers run a remedial lab in the junior high school for the seventh, eighth, and ninth graders. They work with students performing a year and a half or more below grade level for 55 minutes a day, in groups of 10 to 15.

The other components of the title I program are special activities for children with learning disabilities, communication skills instruction, and a social worker. A roving learning disability teacher, with an assigned space in each elementary school, diagnoses the problems of identified students and provides individual learning prescriptions for them. She also gives instruction aimed at overcoming specific learning weaknesses and improving self-concept. The children are recommended for the program by their classroom teachers and/or principals and screened and tested by the State psychological examiner for both educational and psychological handicaps.

The social worker is a liaison between the schools and home. Her objectives are to improve the self-image of disadvantaged children and to develop a better understanding between students and teachers and between parents and teachers.

The communication skills project is limited to underachieving sixth-grade students. Using a basal textbook and supplementary materials, 2 communications skills teachers work with groups of 15 students or less in reading, English, math, science, and social sciences. They concentrate on reading, writing, speaking, and listening skills in each curriculum.

In addition to these instructional components, Searcy's title I program includes provisions to provide clothing and medical services for eligible students if such services are needed to improve a student's academic performance and are not available from any other source.

Supplementary Services

The Searcy Special School District has received the following funds under other Federal programs to supplement its title I activities:

National School Lunch Program	$47,676.13
Head Start	26,130.80
Neighborhood Youth Corps	4,615.60
Title VI, ESEA	7,500.00

Title I Budget

Searcy's budget for its 1973–74 title I program was $115,184. Of that, $69,041 was spent on instructional activities, $13,068 for pupil supportive services, and $33,075 for project supportive services such as plant operation and maintenance and evaluation costs. A budget breakdown for 1973–74 shows the following expenditures:

Instructional Activities	
Salaries	$60,941
Remedial reading teachers	27,689
Remedial math teachers	8,058
Learning disabilities teacher	8,438
Communication skills staff	16,756
Equipment	$ 4,000
Reading	1,500
Math	500
Learning Disability	500
Communication Skills	1,500
Other Instructional Costs	$ 4,100
Reading Program	2,000
Math Program	500
Learning Disabilities Program	600
Communication Skills Program	1,000
Pupil Supportive Services	
Salaries	$ 6,165
Nurse-Social Worker	6,165
Other Costs	$ 6,903
Health-Dental Care	250
Health-Medical Care	250
Other Pupil Services	2,503
Testing	3,900
Project Supportive Services	
Salaries	$15,150
Administrator	15,150
Other Costs	$17,925
Administration	1,011
Plant Operation	600
Plant Maintenance	1,200
Planning and Evaluation	3,775
Fixed Charges	11,339

The Reading Program

Searcy's reading program is a continuation and revision of the remedial reading program started in the school district in 1966. The reading program served 173 elementary school students and 70 junior high school pupils in 1973–74 although the concentration is on a preventive reading program in the primary grades. The 1972–73 title I evaluation indicated that greater gains were made at lower grade levels; the program that year concentrated on grades one through four. Therefore, the school district is emphasizing a preventive program to eliminate the need for remedial programs at the intermediate and secondary school levels.

Involving Parents and Community

Searcy first formed a title I advisory council in 1966. Fifteen members, representing a cross section of the community, met quarterly to discuss the title I compensatory education program. In 1970, following new Federal guidelines on parental involvement in title I, the district organized a new advisory council, consisting entirely of parents. Each school, after consultation among the principal, teachers, and PTA officers, designated one or two representatives for the council, depending on the school size. The nine-member council meets monthly during the school year; one council member must also be a representative on the State title I advisory council. The members may serve on the council as long as they have children participating in the title I program or until they choose to resign. See appendix C-4 on page 103 for the parent council's constitution and bylaws.

All parent council members receive copies of the title I legislation, Federal regulations and criteria, supplementary State regulations and criteria, evaluations of previous title I project, the current title I application, and other information they request. They also review the achievement test scores of title I students and meet periodically with title I staff members to discuss the various components of the title I program.

Needs Assessment

In spring 1973 the school district sent an opinion survey of student needs to 75 parents, 7 school administrators, 55 elementary school staff members, and 45 secondary staff members to determine the most important needs of students in Searcy. The survey form (appendix D-4, p. 104) was developed in 1970 as a State title I project by five Federal program coordinators. The 1972 survey rated earning a high school diploma, school attendance, and staff development as the three most important concerns. By 1973 the large majority of respondents listed emphasis on basic learning skills, especially reading and math, as the major concern.

The district's administrative staff also examined 1972–73 test results to assess student needs. The tests indicated that:

1. According to readiness testing 40 first graders needed reinforcement to achieve at the level of their age group.
2. There were 26 students in grade 2 who were 1 grade level below the national reading norm.
3. There were 30 students in grade 3 who were at least 1 grade level below the national reading norm.
4. There were 90 students in grades 4 and 5 who were from 1 to 2 grade levels below the national reading norm.
5. There were 35 students in grade 6 that were at least 1 grade level below the national reading norm.
6. There were 150 students in grades 7, 8, and 9 who were from 1 to 2 grade levels below the national reading norm.
7. There were 75 students in grades 3, 4, and 5 who were from 1 to 2 grade levels below the national norm in math achievement.
8. There were 35 students in grade 6 who

were at least 1 grade level below the national norm in math achievement.

9. There were 130 students in grades 7 through 9 who were 1½ grade levels behind the national norm in mathematics.
10. There were 35 students in grades 1, 2, 3, 4, 5, and 6 who had been tested by a certified psychological examiner and were determined eligible for special activities for children with learning disabilities.
11. There were 53 students in grade 6 who were at least 1½ grade levels below the national norm in all subjects.
12. There were 40 students in grades 1 through 8, who had to be tested by a certified psychological examiner, to determine eligibility for learning disabilities classes.

To determine what, if any, supportive services title I students might need during the 1973–74 school year, the title I staff sent a confidential survey to parents asking for information on family size, income level, et cetera. The survey, reprinted in appendix E-4 on page 105, revealed the following data:

13. That 533 students in grades 1 through 12 were from families with incomes below the $3,000 per-year level. These students needed the services of a nurse-social worker. Only the students programed into the special title I classes were to receive the services of the nurse-social worker.
14. That 533 students in grades 1 through 12 were from families with incomes below the $3,000 per-year level. Approximately 145 of these students needed school clothing and school supplies. Only students programed into title I classes were to receive clothing and supplies.
15. That 533 students in grades 1 through 12 were from families with incomes below the $3,000 per-year level and a number of these students needed eyeglasses and emergency medical and dental care. Only students programed into title I classes were to receive these health services.

The parent council reviewed the district's needs assessment to determine priorities for educationally deprived children in Searcy. Council members and administrative staff agreed on five priorities for the 1973–74 school year:

1. Additional emphasis needed to be placed on remedial reading in grades one through eight.
2. Remedial math instruction on a personalized basis was needed for students in grades four through nine.
3. Disadvantaged children needed food services; these should be available under the U.S. Department of Agriculture's hot lunch program. Some students also needed clothing; title I funds would be used for this purpose only if no other funding source was available.
4. The district should consider hiring a full-time social worker to help title I students with personal problems; this would improve attendance.
5. The district needed a coordinator to develop the title I program and to supervise and monitor its components.

Thus, the top priority was reading. This decision was reflected in the district's title I budget; more than one-fourth of its budget was allotted for expenses connected with the reading program.

Establishing Specific Objectives

The 1973–74 reading program had two main objectives:

1. Eighty percent of the participating first- through eighth-grade students will increase their overall reading achievement one grade level during the school year, as measured by pretesting and posttesting on the SRA reading test.
2. Eighty percent of the participating first- through eighth-grade students will increase their appreciation of reading to the mean appreciation level of the other first- through eighth-grade students in the district as measured by library check-out records and the locally developed Reading Attitudes Inventory.

Selecting the Staff

All teachers in the Searcy school district must have a bachelor's degree and satisfy the accreditation requirements of the State and the North Central Association. In addition, title I reading and math teachers must have 6 hours of advance work beyond the minimum certification requirements. The district tries to hire teachers with master's degrees. First priority is given to teachers within the system who wish to work in the title I program. Four of the five remedial reading teachers in the program have their master's and the fifth teacher had 12 graduate credits.

Selecting Participants

The selection of title I participants is based on the spring test results of the SRA standardized achievement tests which all students in grades 1 through 12 take. The principal of each school puts the names of all students performing below grade level on a survey form which is forwarded to the superintendent's office. All students included on these forms are eligible for title I. At the end of each school year, the title I coordinator meets with principals, counselors, and selected teachers from each school to determine which students will be served under title I the following year.

Students who are very far behind in one or more subjects are generally placed in what the school district calls transitional classrooms. The district has 6 transitional classrooms, each serving 1 grade level, where a group of not more than 20 underachieving students receive concentrated help. Until 1973-74 the transitional classrooms were funded under title I; after that school year the district assumed the costs.

Students who are below grade level in reading but do not need the intensive help offered in the transitional classroom are programed, according to test scores, for the title I reading program; that is, pupils with the lowest test scores are placed first. In addition, classroom teachers may recommend students for the program.

Scheduling Participants

Students in grades 1 through 6 come to the resource room for an average of 30 to 40 minutes daily, usually while their class is having reading. Seventh- and 8th-grade students are generally in the resource center during their 55-minute study hall period.

The students are grouped according to reading ability, with an average of 10 students in a group. Participants are tested again in the first week of October, using the SRA pretest, to validate the spring testing results and help the reading teachers pinpoint areas of weakness. Students may leave the title I program and return to their regular reading classes when test scores indicate that they are performing at grade level, or when the reading and classroom teachers jointly agree that the students' reading problems are solved. The teachers maintain an information system on all title I students, including data on standardized test scores, health, skills achievement, and personal attitudes (see appendix F-4, pp. 107-119).

Instructional Activities

Instructional activities in the reading program are centered around the schools' basal textbooks. The resource center has copies of all levels of the textbooks, along with teachers' editions and many supplementary materials. Each reading teacher plans a program.

Activities in the resource centers include vocabulary development, listening to stories on records and tapes, recording the student's own stories and exchanging tapes, using the reading machines, and completing supplementary worksheets which reenforce skills being studied in the basic textbook.

Evaluation

Searcy's title I evaluation program is developed jointly by administrators, principals, teachers, and parents. Appendix G-4 on page 120 shows the survey form used to assess the evaluation process; the numbers indicate the opinions of the more than 50 educators who responded to the questionnaire.

Objective evaluation of Searcy's reading program is based on pretest and posttest results of the SRA reading test. The pretest is administered during the 1st and 2d weeks of schools; students take the posttest in the 33d and 34th weeks. The test data for four remedial reading groups at one elementary school reflected a mean increase of 0.9 in achievement.

In addition to these standardized tests, the teacher checks reading progress periodically using a locally developed checklist. Effective evaluation is possible by examining the library checkout records of title I students. In 1972-73, for example, the title I students in grades two through five took out an average of three books, while seventh- and eighth-grade students in the reading program took out four books. In both cases, title I students checked out one less book each semester than their nontitle I classmates.

A locally developed attitude inventory was given fourth- and eighth-grade students in November 1972 to assess their attitudes toward school and their self-concept. Fifty-five percent of the responses by fourth-grade students were positive. In a remedial reading classroom 60 percent of the responses were positive. At the eighth-grade level, 56 percent of the student responses were positive, with a statistically insignificant lower positive response of 55 percent for remedial reading students.

For additional information, contact:

Title I Coordinator
Office of Federal Programs
Searcy Special School District
801 N. Elm
Searcy, Ark. 72143

Phone: (501) 268-3517

Appendix A-4

PUBLIC ANNOUNCEMENT OF FREEDOM OF CHOICE DESEGREGATION PLAN IN SEARCY SPECIAL SCHOOL DISTRICT, MAY 19, 1965

NOTICE TO PATRONS

The following is the policy of the Searcy Special School District Board of Education for school attendance and registration for school year 1965-66.

FREEDOM OF CHOICE:

(a) Effective with the commencement of the school year 1965–1966, all students in the public schools of Searcy Special School District, Searcy, White County, Arkansas, in grades 10 through 12 shall be assigned to Searcy High School. All students in grades 1, 7 and 9 shall have freedom of choice, in the manner and through the medium hereinafter stated, to attend the nearest formerly white school or the nearest formerly Negro school in the Searcy Special School District, regardless of race, color or national origin and enjoy the benefit of all services and facilities available at said school. The freedom of choice herein granted is granted to the parent, or guardian of the pupil or pupils involved, or to such person standing in loco parentis to such pupil or pupils and such freedom of choice must be exercised at the time and in the manner herein specified. Teachers, principals and other school personnel shall not be permitted to advise, recommend or otherwise influence such decision. Nor, will school personnel either favor or penalize children because of the choice made.

(b) Beginning with the year 1966–1967 all students shall have freedom of choice as set forth in (a) above.

(c) In the event overcrowding results at a particular school from the choices made, priority of assignment shall be based solely on proximity without regard to racial considerations.

(d) Those whose choices are rejected because of overcrowding will be notified and permitted to make an effective choice of a formerly Negro or formerly white school.

Registration:

(a) All pupils attending grades 6 and 8 in the Searcy Special School District during the school year 1964–1965, or who will enter grades 1, 7 and 9 in the year 1965–1966 shall register for the school year 1965–1966 by returning the registration forms to any principal or the office of the Superintendent of Schools May 20, 1965 through June 4, 1965. During such registration period it shall be mandatory that the parent or guardian of the pupil registering to attend school during the school year 1965–1966 exercise the choice granted in Paragraph I (a) hereof.

(b) All pupils who will be six (6) years of age on or before October 1, 1965, and who intend to commence the first grade for the school year 1965–1966, in the Searcy Special School District, shall by and through their parent or guardian or other person standing in loco parentis, register at the school of their choice from May 20, 1965, through June 4, 1965.

(c) Pupils transferring into the Searcy Special School District for the school year 1965–1966 who did not attend school in such system during the school year 1964–1965 and who are not commencing the first grade, shall by and through their parent or guardian or other person standing in loco parentis, register at the school of their choice on June 14, July 12, August 23, or August 24, 1965.

(d) In case of overcrowding, first preference in choice of schools will be given to those pupils who register during May 20 through June 4, 1965.

(e) The choice made at the time of registration as hereinabove set out shall be binding for the school year 1965–1966.

(f) The foregoing plan of registration will be followed annually for all grades desegregated.

Transportation:

Beginning with the 1965–1966 school year the Searcy Special School District Board of Directors will operate all school buses in a non-discriminatory manner and all students will be assigned buses without regard to race.

SEARCY SPECIAL SCHOOL DISTRICT BOARD OF DIRECTORS

Appendix B–4

PUBLIC ANNOUNCEMENT OF GEOGRAPHIC ZONING DESEGREGATION PLAN IN SEARCY SPECIAL SCHOOL DISTRICT, APRIL 20, 1966

SEARCY SPECIAL SCHOOL DISTRICT

Searcy, Arkansas

NOTICE OF SCHOOL DESEGREGATAON PLAN UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

This notice is made available to inform you about the desegregation of our schools.
Keep a copy of this notice.
It will answer many questions about school desegregation.

1. Desegregation Plan in Effect

The Searcy Special public school system is being desegregated under a plan adopted in accordance with Title VI of the Civil Rights Act of 1964. The purpose of the desegregation plan is to eliminate from our school system the racial segregation of students and all other forms of discrimination based on race, color or national origin. Your school board and the school staff will do everything they can to see to it that the rights of all students are protected and that our desegregation plan is carried out successfully.

2. Non-Racial Attendance Zones

Under the desegregation plan, the school each student will attend depends on where he lives. An attendance zone has been established for each school in the system. All students in the same grade who live in the same zone will be assigned to the same school, regardless of their race, color, or national origin and regardless of which school they attend now.

3. Transfer to School in Another Zone

(a) TRANSFER FOR SPECIAL NEEDS: A student who requires a course of study not offered at the school serving his zone, or who is physically handicapped, may be permitted upon his written application, to transfer to another school which is designed to fit, or offers courses for, his special needs.

(b) MINORITY TRANSFER POLICY. A school system may (1) permit any student to transfer from a school where students of his race are a majority to any other school, within the system, where students of his race are a minority or (2) assign students on such basis.

4. Notification of Assignment

On April 21, 1966 the parent, or other adult person acting as parent, of each student enrolled in this system will be sent a letter telling him the name and location of the school to which the student will be assigned for the coming school year. The letter will also give information on any school bus service provided for the student's neighborhood. A copy of this notice will be enclosed with each letter. The same letter and notice will be sent out on the above date for all children the school system expects to enter the school system for the first time next year. This includes children entering first grade. If the school system learns of a new student after the above date, it will promptly send the student's parent such a letter and a copy of this notice.

5. Maps Showing Attendance Zones

Maps showing the boundary lines of the attendance zones of every school in the school system are freely available for inspection by the public at the Superintendent's office. Individual zone maps are available at each school.

6. Revision of Attendance Zones Boundaries

Any revision of attendance zone boundaries will be announced by a prominent notice in a local paper at least 30 days before the change is effective.

7. All Other Aspects of Schools Desegregated

All school-connected services, facilities, athletics, activities and programs are open to each student on a desegregated basis. A student assigned to a new school under the provisions of the desegregation plan will not be subject to any disqualification or waiting period for participation in activities and programs, including athletics, which might otherwise apply because he is a transfer student. All transportation furnished by the school system will also operate on a desegregated basis. Faculties will be desegregated, and no staff member will lose his position because of race, color, or national origin. This includes any case where less staff is needed because schools are closed or enrollment is reduced.

8. Attendance Across School System Lines

No arrangement will be made or permission granted by this school system for any students living in the community it serves to attend school in another school system, where this would tend to limit desegregation, or where the opportunity is not available to all students without regard to race, color, or national origin. No arrangement will be made or permission granted, by this school system for any students living in another school system to attend public school in this system, where this would tend to limit desegregation, or where the opportunity is not available to all students without regard to race, color, or national origin.

9. Violations To Be Reported

It is a violation of our desegregation plan for any school official or teacher to influence, threaten or coerce any person in connection with the exercise of any rights under this plan. It is also a violation of Federal regulations for any person to intimidate, threaten, coerce, retaliate or discriminate against any individual for the purpose of interfering with the desegregation of our school system. Any person having any knowledge of any violation of these prohibitions should report the facts immediately by mail or phone to the Equal Educational Opportunities Program, U.S. Office of Education, Washington, D.C. 20202 (telephone 202-962-0333). The name of any person reporting any violation will not be disclosed without his consent. Any other violation of the desegregation plan or other discrimination based on race, color or national origin in the school system is also a violation of Federal requirements and should likewise be reported. Anyone with a complaint to report should first bring it to the attention of local school officials, unless he feels it would not be helpful to do so. If local officials do not correct the violation promptly, any person familiar with the facts of the violation should report them immediately to the U. S. Office of Education at the above address or phone number.

Appendix C–4

PROPOSED CONSTITUTION AND BY-LAWS FOR PARENT COUNCIL OF THE ESEA TITLE I [PUBLIC LAW] 91–230 FOR THE SEARCY [SPECIAL] SCHOOL DISTRICT [1970]

ARTICLE I: *Name*

The name of this organization shall be the Parent Council for the Title I Programs.

ARTICLE II: *Purpose*

The purpose of this Council shall be to improve public education in the Searcy Special School District by (1) cooperating with the Searcy Board of Education and the certified personnel of the Searcy Schools; (2) studying the needs of education in the Searcy Schools; (3) acting in public relations capacity for disseminating throughout the community information regarding educational needs and the educational improvement programs for the local community.

ARTICLE III: *Membership*

Any parent that has children eligible to participate in Title I Programs or Services in the Searcy Special School District.

ARTICLE IV: *Officers*

The officers of the ESEA Title I Parent Council must be in good standing. The officers are president, vice-president and secretary.

ARTICLE V: *Affiliation*

The Searcy School's Title I Parent Council may affiliate with the Arkansas Parent Council of the ESEA Title I section of the State Department of Education.

BY-LAWS

ARTICLE I: *Rules of Order*

Robert's Rules of Order shall be the authority on all questions of procedures not specifically stated in this constitution and by-laws.

ARTICLE II: *Duties and Terms of Officers*

Section 1. All officers shall take office on the first day of July and shall serve for one year. Vacancies in an office (except that of president) shall be filled by the membership of the Council and the person so chosen shall serve only until the end of the unexpired term.

Section 2. The president shall preside over all meetings of the council. He shall, with the secretary, sign all minutes or documents authorized by the Parent Council. He shall appoint all committees not other wise provided for, subject to the approval of the Parent Council, and shall be an ex-officio member of all committees.

Section 3. The vice-president shall assume all duties of the president in case of absence or resignation of the president.

Section 4. The secretary shall keep a record of all meetings of the organization. He shall prepare and keep on file a correct list of the names and addresses of all members of the council. Together with the president he shall sign all minutes or documents authorized by the Parent Council. When a member of the Parent Council, by reason of three continued absences from regular meetings shall forfeit his membership on the Parent Council, the secretary shall notify the president and ask that a substitute be appointed by the Board of Education of the Searcy Special School District.

ARTICLE III: *Standing Committee*

Section 1. There shall be the following standing committees appointed by the president and subject to the approval of the Parent Council: program, public relations, legislation, and nominating. Additional committees may be designated by the Parent Council.

ARTICLE IV: *Nominations and Elections*

Section 1. The Parent Council membership shall conduct the election of officers at the April meeting for the coming year.

ARTICLE V: *Quorum*

A quorum shall be declared at meetings of the whole organization, or of any committee, when a majority of the members are present, or at any special meeting where 50% or more of the council members are present.

ARTICLE VI: *Amendments*

This constitution and by-laws may be amended by a two-thirds vote at any regular meeting provided however, that the notice of the proposed amendment shall the Parent Council.

Appendix D–4

OPINION SURVEY OF STUDENT NEEDS

	DEGREE OF IMPORTANCE				
	Check one column				
Give your opinion by checking a column for each need	No opinion or unimportant	Below average importance	Average importance	Above average importance	Very important
1. Improvement in the development of skills basic to classroom learning experiences.					
2. Improvement in how a child feels about himself and his success in school.					
3. Improvement of student's emotional and social stability.					
4. Improvement of both the physical and nutritional health of students.					
5. Improvement of classroom performance in reading and in all of the language arts.					
6. Improvement of classroom performance in math, science, and social studies.					
7. Development of wholesome attitudes toward school and education.					
8. Importance of regular attendance in school.					
9. Importance of earning a high school diploma.					
10. Improvement of teachers' ability to manage behavior problems in the classroom.					
11. Improvement of teachers' ability to present basic subject matter effectively.					
12. Improvement of administrators' and counselors' skills in planning and evaluating needs and achievement of students.					
13. Improvement of community groups' knowledge of the educational program.					
14. Improvement of lines of communication between parent and teacher.					

Appendix E–4

FAMILY SURVEY

Dear Parent:

In order to improve our programming of Federal funds in our school district, the following information is requested. This information is essential as funds are earmarked for specific purposes; both instructional and supportive services, such as clothing and health needs. We cannot plan programs properly without this information.

Your cooperation will be greatly appreciated, and all information will be kept confidential.

Family (Parents' Name) ______________________________ Date ______________

Address ____

Total income for family (please check one of the following):

Family size	*Nonfarm family*		*Farm family*	
1	$2,000	☐	$1,700	☐
2	2,600	☐	2,100	☐
3	3,300	☐	2,800	☐
4	4,000	☐	3,400	☐
5	4,700	☐	4,000	☐
6	5,300	☐	4,500	☐
7	5,900	☐	5,000	☐

For families with more than seven (7) members add $600 for each additional member in a nonfarm family and $500 for each additional member in a farm family.

List the number of dependents (children) in the family: (Use back of page if necessary to list children.)

Name of child	*Age*	*Grade placement*	*School attended*

If school-age children are not attending school please explain on back of page.

Appendix F-4

STUDENT INFORMATION SYSTEM

STUDENT PROBLEM CHECKLIST

Student's Name ________________________ Address ________________________

Supervisor ________________________

Date ________________________

	NO	LEAST SERIOUS	MOST SERIOUS
1. Visual problems (wears glasses)			
2. Hearing problem (has hearing aid)			
3. Stutters			
4. Speech problem (explain)			
5. Underweight			
6. Overweight			
7. Sensitive of being tall			
8. Sensitive of being short			
9. Personal cleanliness			
10. Physical disability (explain)			
11. Allergies (explain)			
12. Heart trouble			
13. Has convulsions or seizures			
14. Coordination			
15. Hyperactive (restless)			
16. Shakes when nervous			
17. Perspiration problem			
18. Presses hard when writing			
19. Odd mannerisms (explain)			
20. Clumsiness			
21. Fear of pain			
22. Has fainting spells			

STUDENT PROBLEM CHECKLIST *(Continued)*

	NO	LEAST SERIOUS	MOST SERIOUS
23. Overly concerned with death			
24. Obsessed with morbid things			
25. Eating problem			
26. Skin moist and cold			
27. Breath problem			
28. Headaches			
29. Pale complexion			
30. Medication			
31. Fears (explain)			
32. Acts as though doesn't hear			
33. Imagines unreal things			
34. Obsession with body (explain)			
35. Chronic hiccups			
36. Chronic coughing			
37. Chronic yawning			
38. Talks too fast			
39. Slurs speech			

Supervisor's Recommendations:

ACHIEVEMENT TEST DATA

Test Administered	1971-72		1972-73		1973-74		1974-75	
	I	II	I	II	I	II	I	II
01 California								
02 Coop. Achievement Test								
03 GED								
04 Iowa Test of Basic Skills								
05 Iowa Test of Ed. Dev.								
06 Metropolitan Achievement								
07 NED								
08 SRA								
09 STEP								
10 Stanford Ach. Test								
11 TAP								
12 Wide Range Ach.								
13 Other, Specify:								

Forms and Levels	1971-72		1972-73		1973-74		1974-75	
	I	II	I	II	I	II	I	II
0 Unknown								
1 I; A, I, Q, Y, or Gr. 1								
2 II; B, J, R, Z, or Gr. 2								
3. III; C, K, S, or Gr. 3								
4. IV; D, L, T, or Gr. 4								
5 V; V, E, M, U, or Gr. 5								
6 VI; F, N, V, or Gr. 6								
7 VII; G, O, W, or Gr. 7-9								
8 VIII; H, P, X, or Gr. 10-12								
9 Other, Specify:								

Score Type								
1 SIS Converted Score								
2 Raw Score								
3 Percentile								
4 Grade Score								
5 Stanine								
6 Other Converted Score								
7 Other, Specify:								

ACHIEVEMENT TEST RESULTS

Test Administered: *Date:*

1971–72 ______________________ ______________________

1972–73 ______________________ ______________________

1973–74 ______________________ ______________________

1974–75 ______________________ ______________________

Test Results:	1971–72		1972–73		1973–74		1974–75	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Reading								
Arithmetic								
Language								
Other, Specify:								
1.								
2.								
3.								
4.								
5.								
6.								
Composite or Total								

APTITUDE TEST DATA

Test Administered:	1971–72		1972–73		1973–74		1974–75	
California Short Form								
California Mental Maturity								
Columbia Mental Maturity								
Differential Aptitude Test								
Flanagan Classification								
G A T B								
Goodenough Intelligence								
Henmon-Nelson Test								
Holzinger-Crowder Uni-Factor								
Kuhlman-Finch Intelligence Lorge-Thorndike Intelligence								
Multiple Aptitude Test								
Otis Group Intelligence								
Otis Quick Scoring								
Peabody Picture Vocabulary								
Pinter General Ability								
School and College Ability								
SRA Tests of Ed. Ability								
Stanford-Binet Test								
Wechsler Adult Intelligence Test								
Wechsler Intelligence Test								
Other								
Forms and Levels								
0 Unknown								
1 I—A, I, Q, Y, or Gr. 1								
2 II—B, J, R, Z, or Gr. 2								
3 III—C, K, S, or Gr. 3								
4 IV—D, L, T, or Gr. 4								
5 V—E, M, U, or Gr. 5								
6 VI—F, N, V, or Gr. 6								
7 VII—G, O, W, or Gr. 7–9								
8 VIII—H, P, X, or Gr. 10–12								
9 Other								

Score Type

1 SIS Converted Score
2 IQ Score
3 Raw Score
4 Percentile
5 Grade Score
6 Stanine
7 Other Converted Score
8 Other, Specify:

APTITUDE TEST RESULTS

Test Results:	1971–72		1972–73		1973–74		1974–75	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Area, Specify:								

STUDENT HEALTH RECORD

In case of emergency notify the following person ______________________
Name of Person

Address ______________________ Telephone Number ______________

Name & Address of Family Doctor ______________________

Doctor's Telephone Number ______________________

Check below everything that applies to you.

Immunization Record	*Date Administered*	*Chronic Condition*
Measles, German		Allergy
Measles, Red		Epilepsy
Mumps		Diabetes
Polio, Inoculation		Rheumatic Heart
Polio, Oral		Other Heart
Tetanus		Lung (not tuberculosis)
Influenza		Asthma
Typhoid Para-Typhoid		Hemophilia
Smallpox		Anemia
Other, Specify:		Nervous Stomach
		Drug Sensitivity
		Other, Specify:

Most Recent Examination Type	Date	*Treatment Record* Type	Date

STUDENT ACHIEVEMENT CHECKLIST

Student's Name ______________________ Address ______________________

Supervisor ______________________ Date ______________

	SUPERIOR	AVERAGE	POOR
1. General Comprehension			
2. General Reading			
3. Vocabulary			
4. Grammar			
5. Pronunciation			
6. Self-Expression (Oral)			
7. Self-Expression (Written)			
8. Handwriting			
9. Creative			
10. Drawing Ability			
11. Memory			
12. Well Organized			
13. General Mathematics			
14. General Science			
15. General Social Studies			
16. Efficient			
17. Dependable			
18. Neat and Orderly			
19. Works Independently			
20. Accurate			
21. Works Well Under Pressure			
22. Catches On Quickly			
23. Does Fair Share of Work			
24. Generates New Ideas			
25. Questions Facts, Sources, etc.			
26. Persuasive in Discussions			
27. Interested in Schoolwork			

CONFIDENTIAL STUDENT QUESTIONNAIRE

I. Based upon your knowledge of this pupil, estimate the annual income of this pupil's household.

Estimate (check)

Less than $2,000
$ 2,000
3,000
4,000
5,000
6,000
7,000
8,000
9,000
10,000
12,000
14,000
16,000
18,000
20,000
More than $20,000.

II. Indicate below the *most appropriate* option describing the occupation of the primary supporter.

Check Below Appropriate Occupation

Farm worker
Farm manager or owner
Unskilled worker, laborer, or domestic worker
Semiskilled worker
Skilled worker
Sales agent or representative
Technical
Manager or foreman
Official
Professional
Don't know

III. How many people including this pupil live in this pupil's home? ________

IV. With whom do you live?

Natural Mother	Natural Father
Stepmother	Stepfather
Foster Mother	Foster Father
Adoptive Mother	Adoptive Mother
Female Relative	Male Relative
Other	Other

V. Are your parents:

Living together
Divorced
Separated
Both deceased
Mother deceased
Father deceased
Other

VI. How many times have you moved?

None
1 - 2
3 - 5
6 - 8
9 or more

VII. How many different families have you lived with?

One

Two

Three or more

VIII. Who is the boss in your home?

No one
Father
Mother
A grandparent
Other

CONFIDENTIAL STUDENT QUESTIONNAIRE *(Continued)*

How Many Times a Week Do You Spend:

	None	1–2	3–5	6–8	10 or More
1. Watching TV?					
2. Goofing Off?					
3. Studying?					
4. Visiting Friends?					
5. Working for Pay?					
6. Helping at Home?					
7. With Hobbies?					
8. Going To the Movies?					
9. Reading (Pleasure)?					
10. Doing Churchwork?					
11. Participating in Sports?					
12. Recreational Activities?					
13. Listening to Music?					
14. Practicing Dance?					
15. Practicing Art?					
16. Practicing Music?					

OCCUPATIONAL INFORMATION CHECKSHEET

1. What course of study (major) are you taking in school? (please check)

I don't know
Industrial
Commercial—Business
General
College Prep
Agricultural
Homemaking
Other

2. How do you like your course of study (major)?

Don't have one
Like it very much
Like it some
Don't care
Dislike it
Dislike it very much
Other

3. What are your future plans?

High School Graduation
Correspondence School
Business School
Technical—Trade School
Junior College
4-Year College
Apprenticeship
Employment Only
Other

4. How certain are you of your occupational choice?

Haven't decided
Very uncertain
Uncertain
Somewhat uncertain
Certain
Very certain
Positive
Other

5. How do you decide on your future plans?

I haven't decided
By myself
With my parents
My parents decide
With a counselor
With a relative
With a friend
Other

6. When did you decide on your occupation?

Still undecided
While in high school
While in junior high school
While in elementary school
Before I started to school
Other

7. Are you presently working?

No
Part time
Full time (temporary)

8. Do you plan to work for your present employer permanently?

Definitely
Probably
Uncertain
Definitely not
Other

Appendix G-4

SURVEY OF EVALUATION PROGRAMS

Please check the statements below "yes" or "no" as they apply to your school.

Yes	No		
______	______	1.	Teachers as well as supervisors and principals were actively involved in developing the plan and review it periodically.
______	______	2.	A period of planning, study, and preparation preceded the initiation of the evaluation programs.
______	______	3.	The educational goals of the school were established and are generally accepted.
______	______	4.	A usable definition of teaching and a job description of each position were developed.
______	______	5.	The purposes of the evaluation program are based primarily on improvement of instruction and helping teachers succeed.
______	______	6.	It has been established definitely who will make the evaluations.
______	______	7.	Evaluations are based on firsthand observations of teachers' classroom performance.
______	______	8.	Evaluations are recorded on a checklist or other instrument that has been developed cooperatively.
______	______	9.	Evaluations always include an informal conference between the evaluator and the teacher.
______	______	10.	All notations on the evaluation records are initialed by the teacher and the supervisor with appropriate comments.
______	______	11.	In the event there is disagreement between the teacher and the evaluator over any item, provision is made for other observers, acceptable to both teacher and supervisor, to participate in the evaluation.
______	______	12.	Provisions are made for training supervisors and administrators who make the evaluation.
______	______	13.	Supervisors and administrators are provided sufficient time to devote to evaluation duties.
______	______	14.	Evaluators are evaluated periodically by the faculty.
______	______	15.	The evaluation process is itself evaluated periodically and changed whenever improvement is possible.

☆U.S. GOVERNMENT PRINTING OFFICE: 1975 O—550-037